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2023-09-05, Regular MeetingAgenda  BoardDocs
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- [Aiden Hill]** So meeting practices, uh, agenda item 1.1 meeting practices and information and USD has opened its boardroom for in-person meetings and we'll follow the states and Alameda County safety guidelines for public gatherings. Please refrain from attending in-person meetings if you have any of the, well, I'm not going to go through all the, uh, all the different categories. So for additional COVID information, please go to our website. In terms of observing the Board of Education meeting, members of the public may observe the meeting via the NUSD YouTube channel, live transmission on Comcast channel 26, or in person at the NUSD boardroom. Spanish translation will be available via Zoom. Public comment. The public will have the opportunity to address the Board of Education regarding non-agendized matters. and agendized items with a live, audio-only comment via Zoom, with advance notice requested by email at publiccomment at newarkunified.org. A written comment by submitting a speaking card via email at publiccomment at newarkunified.org, or with live, in-person comments by submitting a speaker card with the executive assistant. So, Ms. Sachs, can we do roll call, please?
- [Jennifer Sachs]** Yes. Student member Lee. Here. Member Nguyen? Here. Member Plancarte? Here. Member Jones?
- [Kat Jones]** Here.
- [Jennifer Sachs]** Member Hill?
- [Kat Jones]** Here.
- [Jennifer Sachs]** President Thomas is absent.
- [Aiden Hill]** Okay, great. Moving on to Agenda Item 1.3, Public Comment on Closed Session Items. Ms. Sachs, do we have any public comments?
- [Jennifer Sachs]** There is no public comment.
- [Aiden Hill]** Okay, great. Okay, with that, We're going to recess to closed session, and we have two items on closed session. So 2.1, public employee discipline dismissal release, government code 54957, subdivision B, and it's one case. And then 2.2, conference with labor negotiators, government code 54957.6, employee organizations NTA and CSEA. And so that's it in terms of the closed session agenda items, correct? Yes. OK, great. All right, so we are recessing to closed session. 4.1 Report of Closed Session Actions. There's nothing to report. Moving on to Agenda Item 4.1, Pledge of Allegiance. Can I get everybody to stand? I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all. OK, agenda item 5.1, can I get a motion to approve the agenda?
- [Carina Plancarte]** I'll make a motion.
- [Kat Jones]** I'll second the motion.

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- ▶ [**Aiden Hill**] OK, do we want to do just a roll call vote, or do you want to set it out through board docs?

- ▶ [**Jennifer Sachs**] It's ready to go on board docs. OK, great. Five eyes.

- ▶ [**Aiden Hill**] OK, excellent. OK, moving on to Agenda Item 6.1, Student Spotlight, Newark Memorial High School ASB. Dr. DeLeon.

- ▶ [**Penny DeLeon**] Testing. Thank you, Vice President Hill and members of the board. It is my great pleasure to introduce our wonderful ASB advisor, Sara Canales. who is going to come up and introduce our fabulous ASB members. And then I'll tell you why I wanted them to come and be spotlighted tonight.

- ▶ [**Sarah Canales**] Hello. OK. Well, we couldn't bring everybody with us tonight. It's OK. But I do have a couple of our newbies, actually. And then Rami, he's actually our assembly's head. He was the one that planned our welcome back assembly. I have Marwa. And then we have Addison. They're all part of ASB.

- ▶ [**Rami**] Wonderful. Hi, my name is Rami. I'm the head of assemblies. And I just want to say thank you for your guys' feedback about the Welcome Back Assembly. And it was a real blast to plan over the summer.

- ▶ [**Addison Lolo**] Yay. Yay.

- ▶ [**Marwa Chopan**] Yay. Hi, my name is Marwa Chopan. And this is my first year actually being in leadership. And I could, like, it's great to see how much our students care about our other students and the amount of work that they put in.

- ▶ [**Addison Lolo**] Hi, I'm Addison Lolo. This is also my first year in ASB. I've just found it an amazing way to get connected with the school and within our district, and I really advise people to join. And I'm really excited to be working with everybody this year and helping plan events and do other things for our school. Yay, Joy.

- ▶ [**Penny DeLeon**] Well, the reason I wanted to highlight our wonderful Memorial ASB, a few reasons. First of all, they have an incredible spirit. Anything that they're asked to do, for any reason, they do it. And they bring such spirit to Memorial High School. Everywhere you go, you can tell that they're there. They're there celebrating each other. And it's so obvious in everything they do. When you go, and you know I've been around high school for a long time, right? When you step on the campus at Newark Memorial, there's a feeling of acceptance, of support for each other, of love for each other, of community. It's palpable, and I love it. And so I want to compliment you on all the things I've seen you do since I've been here, including the end of your events last year, the welcome back assembly this year. And then I have to tell you, I've been to a lot of club rushes over my long, long career. And your club rush with How many tables did you end up having? Over 30? How many?

- ▶ [**Sarah Canales**] We had 41 clubs this year.

- ▶ [**Penny DeLeon**] 41 clubs for members? That's incredible. I mean, most schools, that's double what most schools have. And here's what really struck me. Besides the sense of community and everybody wanting everybody to be part of a club, Which, by the way, really goes to our second goal as a board, which has to do with engaging students and mental health, social wellness. And that's what that does, is connecting kids to school. But besides all of that, here's what I noticed. Half or more of your clubs are philanthropic clubs. They're clubs that seek to serve the community and humanity. I have never seen that. And that just struck me. It struck me in my heart. I was just absolutely, you will, I mean, I was absolutely tickled, wasn't I? I was tickled. I was like, oh my goodness, look at what they're doing for mankind. And it was just thrilling to me. So I want to say hats off, kudos. Thank you for what you're doing and thank you for what you're doing for our community.

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- ▶ [**Sarah Canales**] Thank you.

- ▶ [**Penny DeLeon**] For each other to make Newark Memorial and the city of Newark and then also just society in general a better place. So thank you. I appreciate it. And I am so excited to be your superintendent. Thank you. Thank you. They're incredible. Yes.

- ▶ [**Phuong Nguyen**] Yes.

- ▶ [**Aiden Hill**] Member Nguyen.

- ▶ [**Phuong Nguyen**] Thank you, Member Hill. I just wanted to actually put Miss Canales' back on the slide, if you don't mind. Yes. I'm so, thank you Superintendent DeLeon for bringing this opportunity up for spotlight, because we normally just do schools, but I think it's really important to also highlight different departments, different groups, and different activities throughout the school year. And Ms. Canales, I just want to personally thank you, say thank you to you and all of the students who are part of ASB and also regular class leadership. all the classes. I know tremendously how hard you work and how dedicated you are as not only a teacher but also guiding all the students here and really modeling excellent leadership for them and I just really appreciate that. I'm lucky that both of my girls You are their teacher and in leadership together with all of these wonderful students. And you guys do a tremendous job every year, every day with the student population at the high school. So thank you so much for all your hard work and dedication to our students.

- ▶ [**Sarah Canales**] Thank you. I really appreciate that. This job can be a little overwhelming sometimes, so it's really nice to get that good feedback. I appreciate it a lot. Thank you.

- ▶ [**Kat Jones**] So I also just wanted to say that I went to Club Rush as well with Dr. DeLeon and just really enjoyed seeing all the kids so active and involved. And I agree, I was struck by the number of clubs that are culturally related or giving back to the environment or the world and to each other. So it was really, really fun and really exciting. I'd never been and actually never even heard of it. So it was really fun. It was really, really great. And I really appreciate all the work that you're doing with the students and look forward to working with you during your days.

- ▶ [**Joy Lee**] Thank you.

- ▶ [**Penny DeLeon**] Can I ask one quick follow-up question? I'm sorry, I have to. How many students did you say signed up for clubs? Was it over 1,000?

- ▶ [**Sarah Canales**] We had that many sign-ups, but kids were signing up for multiple clubs. And then when I was thinking back, there was actually 45 clubs that we had. Pretty exciting. We're having our food fair this week on Friday, and we usually get like 15 clubs that sign up to participate. We have 20 that are participating, so about half of them will be participating this Friday. Really cool, because our goal is to help make sure they stay active this year. That's the biggest thing. All these kids sign up and they want to do something, but the goal is to make sure that they stay active throughout the school year.

- ▶ [**Penny DeLeon**] So your food mission club, philanthropy club that tries to get food out to the mission. No food goes to waste? Yes. I spoke to Bahim by email and hooked him up with our director of nutrition services, and they will be partnering with our food services program to get whatever leftovers we have out to the food mission.

- ▶ [**Sarah Canales**] Very cool. I didn't realize that. Thank you for doing that. Yes. I appreciate it.

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- ▶ [**Phuong Nguyen**] Is that awesome or what? One other thing. And not only is she that busy, but she also finds time to coach the tennis team too, the girls tennis team too. What?
- ▶ [**Nicole Pierce-Davis**] She's my coach.
- ▶ [**Penny DeLeon**] Oh my gosh.
- ▶ [**Nancy Thomas**] Wow.
- ▶ [**Penny DeLeon**] Thank you so much. Yay. Very nice. OK. Sorry. I just had to. gloat over them. They're so awesome.
- ▶ [**Aiden Hill**] Okay, so moving on to item 7.1, student report. So student board member Lee, would you like to give us an update?
- ▶ [**Joy Lee**] Yes, of course. So good evening board, executive cabinet, and community. If you're not here last meeting, my name is Joy Lee and I'm the new student school board representative for the year 2023 and 2024. The past two weeks have been hectic but filled with excitement. In the heat of August, many freshmen came out to the Link Crew picnic where snacks, music, and prizes were provided by ASB. Many Link Crew leaders went the extra mile to take care of their new ninth graders by providing drinks, extra snacks, and a welcoming attitude. These drinks and snacks were from their own pockets, by the way. Next, our club rush happened, which is a yearly event where all the Newark Memorial clubs promote their clubs. to recruit members during lunch. ASB did an amazing job this year creating beautiful posters and spaced out the clubs with enough visibility for each club to be seen. The preparation of creating flyers, candy, and goodies club officers put into the day of club rush paid off with this year having the highest involvement since quarantine with 45 clubs and many signups from students. Thank you to Superintendent Dr. DeLeon and Board Member Jones who visited us. I encourage more school board members and executive members to come join us on this day next year as you can come all visit our diverse and unique clubs on campus. Athletics First Champions Conference couldn't have been better thanks to the parents, volunteers, and coaches who made it possible for the student-athletes who attended. The conference was split into many lectures, which went over introductions to college athletics, the history of Cougar athletics, which actually started in the year 1981 to 1982 school year, and the expectations for our athletes. Our first home football game theme was neon night and against Concord. And for those who didn't know yet, I'm happy to announce that JV and varsity brought home the win. A very big win. I want to give the biggest congratulations to the coaches and players who worked as a team and worked hard for that win. Yeah, it was. I think varsity was 41 to 0. Yes, it was amazing. I will announce upcoming events to look out for. So if you would like to take note of it, now is the time. Newark Memorial's back to school night is tomorrow, September 6, from 6 to 8 PM. Food Fair at Newark Memorial High School is where clubs will be selling food to fundraise for their club. A few popular clubs are FSU, Filipino Student Union, which sells lumpia, BSU BSU selling Raisin Canes, Tahitian Club with Spamasubi, and it will be this Friday at lunch. So if you guys would like to come join and eat some amazing food and support our clubs, please. Newark Memorial High School will be hosting our first Tech Challenge Kickoff. Students from different schools will be coming to our high school to have a Tech Challenge this coming Saturday on September 9th from 7 a.m. to 4 p.m. ASB will be hosting Cougar Camp on September 12th. And the flyers will be posted on our school's Instagram and sent out to the elementary schools. So elementary school parents, if you guys would like to know more, you can go ask your elementary schools. For athletics, the football, girls volleyball, cross country, water polo, and girls golf games have all started. So please come support our school and hardworking student athletes in these games. To find more, go to NMHS athletics on Instagram. Spread the word on these events and encourage your children to participate. And lastly, In the midst of all the great things happening on our campus, I would also like to speak on things students wish to see improvement on to be able to provide a comprehensive report. So I would like to bring up a resource concern on our campus regarding our library. Much of the material within our library has not been updated since the 20th century. And even though we are currently living in the 21st century, we would like we would like funding for

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books to update our collection. In an article by the California Department of Education on the correlation of strong school library program and student achievement, it states, the school library program is a better predictor of academic achievement on the high school English language arts assessment than other school variables, such as teacher experience and teacher salary. Books are able to provide a high level of education where teachers cannot reach the power of what only great books can do. When students have access to good school libraries with sufficient staff staffing, with robust up-to-date collection of digital print and media resources and a budget to support it, a library adds to a student's educational experience and better test scores, which are one of the aims of the school's education board and merely one of the many benefits of updating our library collection. However, not just for the benefit of test scores, these libraries give a chance to change a life. Strongly funded school libraries are able to provide an education that is able to bridge the gap of economic inequality, because libraries are able to provide opportunity-challenged students an equal chance. School libraries are more accessible, unlike a public library, where even if a child wants to go, may not have the rights available to go. Great books are able to expand a student's imagination, teach them facts, and allow them the opportunity to empathize. and be in another person's shoes. So as a board, we're all here asking the question of how can we support the students in their education. On behalf of the students and staff at Newark Memorial High School, we need funding for our library. Our books, which are outdated, are no longer applicable to the students' lives, reducing the already low desire within students to read the books. Mr. Spencer, our new librarian, is ready to purchase books, so I ask if we can find the funding to support our 20th century library to re-equip it with the tools needed for our learning. Board, I hope you consider this, and thank you for all your time to listen to this week's school report.

▶ [**Penny DeLeon**] Good report.

▶ [**Aiden Hill**] Nice. OK, moving on to agenda item 8.1, employee organizations. So first up, NTA, Ms. Cheri Villa.

▶ [**Cheri Villa**] All right, good evening, everyone, school board members, secretary of cabinet. My name is Cheri Villa, and I'm president of our NTA. Right. For three consecutive years now, we've started the school year with vacancies. You know, there are a few the first year, more the second year, and even more this year. That's a big burden, or not a burden, it's a big load, a heavy load for our teachers to cover, but we do it. We do it for 180 days, we do it. We did it last year, and then, you know, the plan moving, doing it again this year, you know, that worries me big time, you know, already hearing talks of, oh, teachers not making it to the end of the year or where we're going to be at next year. That's a scary thought. It's a sad thought. So doing what we did last year, moving forward like we're fully staffed, it's not going to be good in the end. So my ask is, what's plan B? And if there is no plan B, then NTA is ready to sit down and collaborate and make a plan B. What's the plan B for special ed classes when the 20th day is coming up and we have to move long-term subs out of there? 30 days in gen ed classrooms. Our TOSAs all throughout the district, especially our SEAL TOSAs. What's plan B when our TOSAs have to be in the classroom? Moving forward like we're fully staffed. No disrespect, but none of you except for member Hill and member Jones know what it feels like. to have to miss your prep, or to help make lesson plans, or provide support for not one, maybe two or three new teachers. But we do it, and our returning teachers do it year after year. So again, Plan B, and if there's not one again, NTA, 250 members are ready to sit down and come up with a Plan B. But until then, you know, my ask, it's not about compensation or getting paid. No, my ask is to give our teachers their time back. Give them their Fridays back to prepare. They're missing prep time when they have to cover. Staff meetings are important, don't get me wrong. We have, you know, business that we have to do, but give these teachers their time back. It's free. So I got, thanks.

▶ [**Aiden Hill**] Thank you, Ms. Villa. Okay, next up, CSEA. Do we have a representative from CSEA? No. She's here this evening. Okay. So, next up, NEWMA. No? Okay. Great. So, moving on to Agenda item nine, public comment. So we have 9.1 public comment on non-agenda items and 9.2 public comment on agenda items.

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- ▶ [**Aiden Hill**] I don't think we have any non-agenda items.

- ▶ [**Penny DeLeon**] I think Ms. Raber is... She's on the agenda.

- ▶ [**Aiden Hill**] Yeah, 9.1. Oh, I'm sorry. It just says 9.1. Okay, so then Ms. Raber.

- ▶ [**Shireen Raber**] Hello, my name is Shireen Raber and I'm here tonight as a concerned community member to talk about bias against shilling. Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. I believe there is past evidence of bias against shilling and shilling students. And there is past evidence of bias in favor of the so-called good schools in Newark Unified. I hope it will not continue this year. I am asking everyone in Newark Unified to examine their own bias toward Schilling, recognize it, and call it out when it comes up. Please do not perpetuate or tolerate negative talk about a school with high needs and lack of support to address those needs. At every school, there are children with heartbreaking issues. Some classrooms have more students with these traumatic life experiences than could be imagined. Does it make teaching difficult when there is not enough support, teacher training, and funding for social and emotional issues? 100% yes. Please be a part of the solution and put an end to the prejudice bashing of Schilling and its students. to Newark families in the Schilling area that do not send their children to Schilling because of this bias. I believe that this is one clear reason why the bias continues. Please understand that good schools in Newark have high parental support, families that demand accountability, run additional activities, and raise money. Schilling has an amazing group of concerned, involved parents, but they need more parents to volunteer their time and ideas. Again, I ask that the families of Newark be a part of the solution and realize that you are what make a school great. Everyone should be asking why. Why is Shilling historically bad-mouthed? Why are its programs like DLI and SEAL not considered when making district-wide decisions? Why are some of its programs like PBIS not properly funded or supported? Schilling's dedicated staff is working very hard right now. They started the year doing their best for students through the daily challenges of teacher shortages, no preparation periods, the extra demands of the SEAL and DLI programs, and multiple grade combination classes. It is my hope this year to help change perceptions and inform the community of any unaddressed needs at Schilling. It is also my hope to promote extra support for the students and staff at Schilling, because Schilling is a school being asked to do more with less. It is about equity. All students need the best teachers, the best facilities, and the best programs that are fully supported. Thank you so much for your time.

- ▶ [**Aiden Hill**] Okay, so the remainder of the public comments are connected with an agenda item, and I will allow each speaker to either, if they want to speak now, they may, or they can save it until we get to that agenda item. So first up is agenda item 13.3 regarding resolution 2023 to 2024, and the speaker is Ms. Cindy Parks. You want to wait, okay? All four, okay? Okay. We're done with public comment then. we'll call you once we reach those agenda items. Okay, so now we're up to, hold on one second. Superintendent report 10.1.

- ▶ [**Penny DeLeon**] Thank you Member Hill, members of the board. Tonight I have asked Mr. Burrell, to, I've given my time to Mr. Burrell, to talk about, I think, an issue that is a priority on everyone's mind, on our community's mind, but especially on our teachers' minds. And that is our desperate teacher shortage. We are at a critical point nationally statewide and I think very obviously here in Newark Unified School District. And anyway, Mr. Burrell and his team and all of us are working very hard. I can say the entire district is working very hard to find solutions and to look forward to do exactly what Ms. Villa said, which is, what is plan B? And let's not be in this position next year. Let's plan ahead. Some of the planning is our big ideas. We need to do some big things as a district to make sure that we are competitive, to provide resources for teachers, to do some outside of the box thinking. And really some of the outside of the box thinking is actually being done now in some innovative districts. And can we be part of that? Can we do those things? And so I've asked Mr. Burrell to give an update, to talk about our vacancies, what we're doing to fill them, and how we're looking forward to the future. Thank you, Mr. Burrell.

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- ▶ [**Steve Burrell**] Thank you. Thank you, Dr. DeLeon and board members. And speaking to what's on the top of everybody's mind, what's that? Is it on? Yes, just get closer. Get closer. OK. I'm going to get comfortable here. OK. But this is definitely on everybody's mind, as you heard earlier. Since my time here, I've spent an enormous amount of time working as this being the top priority by looking at current processes that we have in place and seeing where we can make shifts and be as responsive as possible. So one of the areas that we're taking a look at is particularly alternative ways of marketing and getting the word out about teachers joining us. Jennifer Sacks here has helped with, we've started a social media campaign to go beyond. So often we post on EdJoin, which is one avenue, and then it remains there and we stick within our stack processes. So we're looking at other ways to be able to get the word out, utilizing our parent square and tapping into our community as well. but also at the same time looking beyond just the normal processes. In regard to our teacher shortages, we have been able to fill most of the positions with long-term substitute teachers at this point, but that doesn't stop the hiring process because a person is in that position. I want to thank our teachers, especially our teachers on special assignment, who have stepped up and made the efforts to support our students in classes that are not filled with permanent teachers at this time. In regards to our classified staff, it's also an area of lean times. So with that, we are looking beyond EdJoin. EdJoin is great for teachers, sometimes for paraeducators, but looking at avenues like LinkedIn, Indeed.com, and places where we can get the word out. If I'm a cook or a bus driver, I'm not looking at EdJoin to find a job. I'm looking at Indeed and other job boards that we can utilize. I feel like we've had a nice working relationship so far. I think Cheri's in the back there with NTA discussing ways that we can support teachers in the interim while we are looking to fill vacancies as well. It is very difficult when a teacher has to give up their prep period. So we've already brainstormed different options and we're coming back. I know we have a meeting this Friday, but coming back to the table and taking a look at how can we value the teachers that are putting in the extra efforts to support our staff. So please know that as a staff, I mean, It's going to come down to making those extra phone calls, working. I went through some lists myself today on EdJoin and made some phone calls myself. And so often, again, it's going to take the whole team. It's not just relying on the staff that have a vacancy at their school site, but also our department. There are some inner workings within the team dynamic of our work that we're doing that we are shifting as well to, again, try to be more responsive. Just the last community newsletter, we put out a plea to our community to come and join and substitute with us. And for those that are watching, please. give us a holler and reach out. But again, as people are applying, we are gonna be reaching out quickly to turn that around so we can get them into our system to support. And with that, again, it will remain a top priority for us, and we will work closely with our labor groups. And again, like Dr. DeLeon said, it's a situation that isn't a Newark problem. But it's something that we're hoping that we can work towards bringing the people to Newark and share the value of our district with them. So, thank you.
- ▶ [**Carina Plancarte**] Questions from the board? I have a question. And is there a laid out plan that addresses these things as far as, you know, what the protocol is for when an applicant submits an application, and going through the process, and what are the time frames that we're getting back to these people. Because these are obviously people who are applying through EdJoin. They actually want to join us. And that initial contact from them to want to join us is so important for us to circle back, because that is their impression. That's their first impression that these individuals are getting from us. And if they don't have the correct impression, you know, from us, then, you know, essentially we are, you know, we're sending them away and then they end up getting a call from someone else or, you know, perhaps the customer service is better per se. Not to say it's not great here, but that's just, you know, the perception, right, that there is there. So I'm just wondering if there is a plan in place and is certain procedures that are followed.
- ▶ [**Steve Burrell**] Right. So part of my initial overview of the Human Resources Department, we actually have a series of basically procedures that are in place for various different things. And so that's one that we've brought up and that we're going to be working on. We met about 10 days ago now. It wasn't last week, but the week before with the HR department, especially specifically within the substitute hiring and recruiting process, which is where we, you know, we're able to get, start with the message and then working on the process. So, we are training staff, too, that didn't know how to go into EdJoin and be able to get on there and do that personal touch and that personal call because, like you said, a call and a reach out can go so far and no communication is poor

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communication. So, we are, we can, Over the time, I can bring back to the board what our plan will be in regards to the steps, but we are looking at a lot of processes, but that's at the top. Thank you.

▶ [**Aiden Hill**] Other questions?

▶ [**Phuong Nguyen**] Thank you, Mr. Burrell. Is it possible for you to please let us know or the public know what current vacancies we currently have at each of the sites?

▶ [**Steve Burrell**] Sure, can you give me a second to pull up my sheet? Sure, sorry. I just want to make sure this is on. You saw a light coming on showing me that it's on. So when we talk about vacancies that we have, these are positions that we did not start the year with a teacher that we had hired. Predominance of these vacancies do have long-term substitutes in place. But you'd like a list of everything, sorry, everything from each of the different levels that we're looking at?

▶ [**Phuong Nguyen**] Apologies. Yes. What current vacancies do we currently have? And if they currently have a long-term sub in them, you can also disclose that. That would be great.

▶ [**Steve Burrell**] OK. At Birch Grove Primary, we have a TTK combo with a long-term sub that we're going to be putting on to what's called a short-term staffing permit. Also at BGP, a kindergarten halftime that's being filled with a long-term sub. Also a .6 BGP position filled currently with a long-term sub, first grade. At BGP, we have a science resource teacher, .4, so that's two days a week. We had a substitute in place, He was an upper grade teacher. And unfortunately, this was a first and second grade position. And it wasn't a good match for him. So currently, at that point, we're looking at how we can support. But the science resource teacher supports the prep periods for the teachers there. At Birchgrove Intermediate fifth grade, we have the combined support of a TOSA, as well as a sub who can't commit full time, we thought. that we'd have that spot filled. So we're matching those two. But like I said, we are looking at ways to meet with and discuss some brainstorm options with our TOSAs as well. At Schilling, the DLI first grade and second grade, we do have a long-term sub in the first grade. And then one of our TOSAs who speaks Spanish is filling in for the second grade class. Shilling PE, we have a long-term sub in place that is there full-time now supporting. And then Shilling also has a morning science resource teacher that the person that we had for BGP was taking, and so we're backfilling there. At the middle school level, we have a full-time English language arts position that we have a long-term sub in at this point. We have two FTE in math, actually an FTE in math that has a long-term substitute in position. A three periods of science that right now we're filling on day-to-day subs, looking at alternatives, and I'll speak to, I'll come back to that in just a second. We have a sixth grade math science that has a long-term substitute in the position. We have one social studies, that currently we are filling with day-to-day subs, but looking to fill that soon. And then ELD, we have a long-term sub in for three periods out of the day. And then within Newark Memorial High School, we have three periods of math being filled by a long-term substitute teacher. A full-time English language arts position being filled by a long-term substitute teacher. A science position being filled by a long-term substitute teacher, retired. And then we have a long-term backfilling for a Spanish teacher who's on leave. Yeah, I mean the list is long. I would say with that, We also, you know, we've worked hard to have long-term substitutes in place prior to school starting while it wasn't 100% able to do that. And I can't speak to what it was like last year, but I do know that those are stressors, but when we can have at least a long-term sub in place who's committed to the class and working with the students, that makes a world of difference. So I wanted to speak to the alternatives, especially at the upper grade levels, the middle school and the high school. I forgot cuz we just touched base with them on Friday. So Mount Diablo Unified School District, north of us here, has contracted with a group called Elevate K-12. And what they do is they provide a virtual teacher, that comes into the classroom. It reminds me of when we were coming off of COVID and we had teachers that couldn't come back for various reasons. And so we asked them, rather than just taking a leave, would you like to teach remotely? So in the district that I was previously with, we had teachers that would come in virtually, teach the classroom while we had a paraprofessional room monitor working with the kids in the classroom. And it actually ended up working Pretty good, so on Friday I had a conference call with Elevate K-12. They put me in touch with Mount Diablo, which I've reached out to their superintendent in hopes of looking. But it could be a promising alternative, while not the best alternative, better

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than a vacancy. And sorry, Cheri, this was on our agenda for later this week. But it will be something that we will definitely be partnering with our with NTA if it's a viable option. But it's something that they've been around since 2015 and have been and they're across the country. So they have remote teachers. And so it's when we talk about thinking outside the box, we are thinking outside the box and in the box. So anyway, sorry, a little pun.

▶ [**Jennifer Sachs**] Thank you.

▶ [**Aiden Hill**] Other questions from the board?

▶ [**Kat Jones**] I just wanted to comment to say thank you. I feel very filled in, so I appreciate that.

▶ [**Steve Burrell**] You're very welcome.

▶ [**Phuong Nguyen**] Thank you, Mr. Burrell, for bringing that alternative solution possible, maybe. But it kind of triggered my memory. One of my really good friends. She's a teacher in the Danville School District, and one of the options coming back from COVID was having a different pathway to teach, right? So their teachers union and the district worked with their teachers union and also had a solution offering teachers who wanted to teach remotely for students who wanted to learn remotely. But I think that that is one of the creative ways to be able to teach nowadays. And it's, although it may not be in person, like you said, you know, it may be a good way to offset some of that. We may be able to get some teachers who are, you know, would be willing to do that. It also depends on how, as a whole, we feel as a district, how we feel about that. I also believe that it's always best for a teacher to be in-person teaching. But when times are tough, you have to be creative and think outside the box and come up with different solutions on how we can increase our workforce.

▶ [**Steve Burrell**] Yeah, and I agree 100% that having a teacher that can create those relationships with their students, and a lot of times that's walking around the classroom, checking in, but that would be the role of the monitor to be sort of that co And the other thing to keep in mind, this wouldn't be a full day remote teaching for the students that are involved. We're looking at the potential of possibly be one period out of their day might have a different format. But again, these are options that we're exploring. It does take a lot, it does take work with our labor groups as well as connecting with the kind of the tech side of things. It's not a big lift to make it happen, but it takes two to four weeks to implement. So I'm hoping to get up and visit. I'd like to see it in action, is really what I'd like to see.

▶ [**Carina Plancarte**] Well, I just wanted to thank you so much for truly thinking outside of the box. The landscape truly has changed in education, and here we are. trying different means of figuring ways of supporting our current teachers who are, I mean, I can't thank them enough for so much that they do for our students and our community. And if these are gonna be avenues obviously that we can all agree on. and in collaboration with our labor partners that they can agree on as well. And we can, you know, give some flexibility back to our teachers who are just so overstretched. You know, I think this is great. So thank you so much. Appreciate it.

▶ [**Steve Burrell**] And I will make clear that it's not it's it should never, ever be in replacement of teachers that we can hire for Newark Unified School District. That would be first and foremost, our primary focus.

▶ [**Aiden Hill**] And then just a couple of comments. So yeah, I mean, number one, appreciate all the work that you're doing and looking at things from different angles. And I think as the other board members have shared, we've been through remote learning before, and we may need to consider something as a fallback position. But I will say as a teacher that's lived through that, It's, I mean, I don't think it's a great option, to be frank. And so if, you know, that versus, you know, having nobody, obviously that's a preference. But what I'm wondering is, and Dr. DeLeon, you talked about, you know, sort of thinking outside of the box. So I'm newer to education. I spent most of my career in business, and so I know that, There are some differences, but I wanted to maybe throw out some thoughts that maybe we might consider. And so one, and I think that we're sort of hitting on this a little bit,

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but one of the, I guess, sort of guiding principles in recruiting in business is that word of mouth is always the best, right? And so you're always going to find the most qualified people from people who are, who know them, who have some exposure to that. And I think that member Wen had hit kind of on this topic in asking you for the list, is if there's a way that we can publish this list and have it updated on a regular basis and not have to have people like go out to EdJoin or wherever, but to have something like right out, you know, maybe on the homepage of our website so that people can literally see here's the things that we're looking at and looking for and anybody that you know of. And then maybe also regularly publishing that out on Parent Square. And what I would say from a marketing perspective is that, you know, the old rule of thumb is that, you know, you need to have like five to seven impressions before anybody even remembers stuff. And so it's just this constant, because I think that the way that we have to work our way out of this is at this point, because of things that we've learned about, for example, that our district doesn't pay, we don't provide healthcare benefits. And currently that puts us at a disadvantage with other districts. So we have a little bit of a heavier lift, but my suspicion is that if we can rely on people within the community who know people and who can encourage and really, really get the word out that way, that we're more likely to potentially bring some people in versus out on a big website where people have lots of choices. And so I would say, to the degree that you can arm the board, to the degree that you can arm the teachers, I would say NTA as well. It's certainly because teachers know teachers. And then also just the parents, because you never know. I mean, literally, in closed session, member Wen was mentioning a couple of teachers that she knows. And so everybody knows teachers. So I think that it's our responsibility as a community to really reach out. So if you can help us with providing the list and advertising that on a regular basis, making it super easy, I think that that would help. And then the second thing, and maybe this is really outside of the box, but like in corporate America, if you want to hire somebody, you offer like a finding fee or some kind of like hiring bonus. And I know that that might be a little bit unique, But I'm wondering whether if we do a cost-benefit analysis that where if we incentivize people in the community to say, if you can find a person that fills this position and we get a signed contract and they're here through the full year, that you'll get X amount of dollars. I bet we'd have a lot of people actually come and bring us potential names. So I don't know whether that's possible, but just in the spirit of Dr. DeLeon saying thinking outside of the box, you know, maybe that's something that we could do.

▶ [**Carina Plancarte**] There are no bad ideas, right?

▶ [**Penny DeLeon**] Right. And I think we have Newark days coming up where we can pass out flyers. We can certainly have banners on whatever car I'm going to be riding in. I'd rather have a banner on it that says, please go and apply for jobs versus my name. So you know what I mean? I'll wear a sandwich board if I need to. It's a rock and roll theme, but I can make a rock and roll sandwich board. It's OK, you know, whatever. But I think also, I mean, phone banking to call retirees. We can have a day or like a Saturday or an after work where we do that. I think it would be fun to volunteer and do that kind of thing. But I think also, I think you hit the nail on the head in terms of, you know, this budget task force that we're getting together to make sure that we are and go for about fiscal health. to making sure that we have the money to be competitive, to think big in terms of long-term, maybe even not long-term, in the next three to five years, be able to potentially, on one of these properties that is now vacant or closed, have some affordable employee housing. That's another issue. You want a compensation package that's competitive, but then they get here and they can't afford to live here. And I'll tell you, I had sticker shock. And so I think all of those things go to it. And there are districts that are beginning to really think that way and being very progressive. And I think I want us to get in line to do that as well. So it's the short-term plan. long-term goal and work towards those every step of the way. So as you hear me talk over and over about we're going to get this budget in line, there are big reasons. Not only do our teachers deserve, our employees deserve, to be well compensated for the hard work they do, but we need to be able to have an attractive compensation package, right? So all of those things, I mean, and I know Cheri's over there listening. She's like, ooh, she's not even going to make me bring it up. No, because I know the work that has to be done, right? It's all tied together. So I really appreciate this board for supporting us in this work, which is not easy, but This is not going to be forever. We're going to get out of this, and we're going to be the best. We're going to be renowned. And the word will get out, and we won't have this issue. So anyway, thank you so much.

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- ▶ [**Aiden Hill**] And just to build on what you just mentioned related to the sandwich board, I mean, I think, well, OK, I'm not going to speak for the other board members, but I'll wear a sandwich board, too, if that's required. I will wear a sandwich board, too. Okay. And what I'm wondering related to that is, you know, can we have somebody at each school site during the pickup time literally there saying, yeah, we need, we need teachers. Right. And just that regular repetition, you know, of getting that out. I think that that will help. Um, and then, and then just one, one, Just quick story, everybody knows I'm a sports fan. I was talking to actually Dr. DeLeon about this. So there's a series on Netflix, a short series about University of Florida and how they built a championship football team in the early 2000s and they brought Urban Meyer in as the coach. They were not initially a championship team, but he knew that he needed to get great personnel. They had okay, they had good personnel, but they needed more. And so he went out and he decided that he was gonna get the number one recruiting candidate in the country, Tim Tebow. And everybody said, there's no way that you're going to get Tim Tebow, right? And even Tim Tebow wasn't 100% sure. But Urban Meyer just didn't give up. And he just called him and did everything and nagged the hell out of him and figured out how to talk to his parents. And so I think that that's what it's going to take for us, right, is that we just all as a community need to understand what the need is and then really go out and help. And I think that through our own personal messages and connections, I think that's how we're going to solve this problem.
- ▶ [**Penny DeLeon**] Absolutely.
- ▶ [**Carina Plancarte**] Thank you. I just have one last comment. Also, And possibly this is something that's already been thought through as well, but just kind of piggybacking on the marketing plan as well, is, you know, do people in our community know what it takes to, what they have to do to become a sub or a teacher? And maybe there's also some thought that goes into having some kind of an educational campaign as well that educates you know, the general community so that we are able to then say, you know, these are the steps and this is what you need. Because sometimes, you know, just not, it can be daunting. And if we can be better equipped as well to say this is how you can do it, this is what you can do to become a long-term sub or, you know, to then become a teacher or whatnot, then I think that's also helpful as well just to kind of give that information to people.
- ▶ [**Steve Burrell**] Okay, thank you. I think you're in our HR meeting ten days ago because something that we did in a previous district was go site to site to have informational campaigns on what it takes to be a substitute. We're right after drop off, scheduled in a meeting room where we could have the information ready to go. in regards to what it took to be a substitute, answer questions, kept a list so we could follow up with an email right away, and help them along the process. Because yes, becoming a sub is a process. It starts with the county level, where you then need to submit to the CTC, get your 30-day supplement through the county, and then come in to be a substitute with us. We like to call it a two-step process, even though we know that step one's about six steps, and step two's maybe a couple steps. But we try to make it as easy as possible. So those are things on the horizon to keep your eyes open for, definitely. Yeah. Thank you. OK, thank you. I was just going to say, sometimes I think just having different experiences and outside perspective you know, can just shake things up just a little bit and maybe provide a new avenue. So I hope to be able to provide as much as I can.
- ▶ [**Aiden Hill**] Thank you. Thank you, Mr. Burrell. And were there any other things that you wanted to provide an update? Oh, I'm sorry.
- ▶ [**Joy Lee**] Yeah, I just wanted to add that the students on our campus, we want teachers so badly. Long term subs are great, but teachers are always so much better. And so out of all the out of box ideas you guys are thinking, if you guys ever need support from students in any way, really just communicate with us. And we're so ready to advocate for our community and advocate for our school. And so that's just what I wanted to say.
- ▶ [**Aiden Hill**] Will you wear a sandwich board? Will you wear a sandwich board?

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- ▶ [**Joy Lee**] I will wear one. Excellent. We can't get anywhere if we don't put in a little work.

- ▶ [**Carina Plancarte**] Right.

- ▶ [**Steve Burrell**] Thank you, Joy. I appreciate hearing that as well. And I agree with you 100% in regards to having fully credentialed teachers in the classroom.

- ▶ [**Aiden Hill**] OK. So Dr. DeLeon, is there anything additional you wanted to add for your superintendent's report?

- ▶ [**Penny DeLeon**] One last thing is that, and it's quick, I promised Bridgepoint, I was subbing at Bridgepoint today for Ms. Calderon. And I promised them I would give them a shout out and tell them how much I love them and what amazing kids they are. And if you don't know how great our Bridgepoint students are, they really are. They might be a little bit credit deficient, but they are good kids and they're working hard. And most of them have a plan to get back to Memorial and graduate with Memorial. And so hats off to them. They did a great job. And I just absolutely adore you guys. And I'll see you next time.

- ▶ [**Aiden Hill**] Okay, so moving on to Staff Report 11.1 Attendance Update Awareness. Dr. DeLeon.

- ▶ [**Penny DeLeon**] Yes. Thank you so much. At this time, I'd like to call up our wonderful coordinator of pupil services, Ms. Anna Scoville, to give our staff report on attendance and enrollment.

- ▶ [**Nicole Pierce-Davis**] If you don't mind me saying, we're just so happy to have her back from maternity leave.

- ▶ [**Carina Plancarte**] Yes.

- ▶ [**Nicole Pierce-Davis**] So welcome back, Anna. Welcome back.

- ▶ [**Anna Scoville**] Thank you.

- ▶ [**Anna Scoville**] Good evening, board, executive cabinet, and Newark community. I'm here to present on attendance today. So I'm very excited because I actually came from a former district where we were recognized by the state on attendance. We did a lot of processes and interventions that really helped our attendance. So I'm very excited to be here and present this to you guys tonight. But like we said, we can't talk about attendance without talking about enrollment. So I will be starting with enrollment numbers. Right now, we currently have 4,862 students enrolled. And our projection was 4,904. So we're under by 42. We started off the school year with, we were above projections, but as the days went by, we realized and families called us and let us know that they were moving. So our numbers did drop. We can also not talk about just enrollment without talking about transfers. So our transfer data is here, our inter-district transfers. for open enrollment and this is just elementary sites. Last year we received a total of 108 requests for open enrollment transfers and we approved 95. This school year we received a total of 83 transfers and we approved 17. And so now I'll go down to inter-district transfers. And inter-district transfers are within districts. So people moving or students requesting to attend other schools outside of Newark Unified. Last school year, we had 134 outgoing students. And we had 60 students request to attend Newark schools. This school year, we had 118 students request to go outside of Newark, and we had 30 students incoming. So again, a lot of people get these confused. So intra, the information above, is open enrollment, elementaries only. So moving within our district from one elementary to another. And the bottom numbers are our inter-district transfers. So after looking at these numbers, I want to transition to our attendance. Why is attendance so important? So attendance is important because if a student misses one day per quarter, that's four days per year, which is one week per school year. And in 13 years, that is 36% of a school year. That's a lot. Time also matters. If a student misses 30 minutes per month, that's one day per year.

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And in 13 years of their school age, they'll be missing 13 days. That's a lot. So let's dive into the data. So this is the summary of the attendance data. I wanted to include here the 19-20 school year because this was right prior to COVID. And we were doing really good. 96.6%. 21-22 school year, 91.8%. Last year, we went up. So that was pretty good, 92.4%. I'm going to go ahead and break down the data even more. So this is the district attendance summary year to date. So 14% of our students have excellent attendance. That's 702 students who have missed less than two days of school, and that's great. 44% of our students have satisfactory attendance. 24% have manageable attendance, 12% have chronic attendance, and 6% have severe chronic attendance. 58% of our students fall in the excellent and satisfactory attendance group. So I see that as a plus. And we have work to do.

- ▶ [**Penny DeLeon**] Ms. Scovel, I would love to see a follow-up report because I sense that this is connected to how critical it is that we recruit and that we get permanent teachers. Because I'll tell you, at the secondary level, the amount of truancy that occurs in classrooms where we have substitutes and or long term substitutes is through the roof, right? I would say a huge percentage of the students you'll see in the chronic absentee and the severe are students who every day report to a classroom where they know there's going to be a substitute. And they, therefore, do not report, if I know anything about secondary students. So that's another, besides the missed instruction, another reason for us to really do everything we can to get teachers, permanent teachers in those classrooms.

- ▶ [**Anna Scoville**] So now we're going to look at when are students missing the most? Oops, sorry. Okay, so when looking at this calendar, the green means we have pretty good attendance. Our absences are below average. The yellow means our absences are average, and the red is well above average. Well above average means 390 absences. So when looking at this, we have a lot of work to do in the months of November and December around the holidays. So we're definitely going to be targeting that. And I will be talking about that in our next slide. But that's what these colors mean. I mean, we start off the year great, August, September. We start seeing a little bit of red in October. And we have no green in December. So now let's take an equity view on attendance. This is by ethnicity. Native Americans have 7% excellent attendance, 14% chronic. Asian, 26% excellent attendance, 8% chronic. Filipino, 23% excellent, 8% chronic. Pacific Islanders, 8% excellent, 36% chronic. Hispanic, 9% excellent, 23% chronic. Black, 8% excellent, 26% chronic. Our white students, 14% excellent, 14% chronic. Students who identify with multiple ethnicity, 16% excellent, 10% chronic. Students who declined to answer, 15% excellent, 16% chronic. So we do have a lot of work to do. And I know we can do better. We need to get our kids back in schools. One intervention we did find that helps a lot are these SART conferences at the school sites. So on the left side, you can see the absences of 122 students in a six week period prior to the conference. So the students missed 492 days. Then the conference happened at the school site with the administrator and their attendance team. and after we had 234 absences. So it improved by 52.4%. And that's only one of our interventions. So what's next? We have a long road ahead of us, a lot of work to do. September is Attendance Awareness Month. For the month of September, the class with the best attendance will get a goodie bag for each student. Who will win the goodie bags per school site? We will be picking one class per school site each week. So it's a September awareness month throughout the state of California. Our summary, our goals for this year, it's 96.6 positive student attendance. And we want to improve 5% for identified student subgroups. How are we going to do that? We're going to remove barriers by connecting students to resources, such as those provided by our community agencies. We're going to increase awareness about how attendance impacts students. We're going to increase site team access to timely attendance data. So these are some of the strategies that we've already done for the month of August. We shared a welcome letter with principals and they shared it with parents talking about how important it is to send their student to school. We are doing early 22-23 SARB monitoring and SARB is School Attendance Review Board. So any families that went through that process last year, we are closely monitoring. We're doing early home visits And we did attendance data and SPSA goal strategy review in August with principals. In September, again, I just mentioned, it's Attendance Awareness Month, so we have a campaign. We're gonna continue site data reviews, and we're gonna share the data with principals. We're gonna recognize best attendance per school site weekly, recognize students whose attendance have improved. A2A letters have, started going out to families. We're going to

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continue doing the school attendance review teams and school attendance review board. We will have our first one at the end of the month. And we will continue with home visits. October through December, we're going to continue attendance monitoring. We're going to continue with home visits, cost referrals, SART and SART conferences, holiday attendance letters. Like we looked at the calendar, Those months are crucial for us. So sending those letters early to families saying plan, these are our holidays and these days the students should be at school. So we're gonna be sending those out and reaching out to families. We're gonna continue to cite data reviews and we're gonna recognize students who have demonstrated improved attendance. Summary of progress monitoring tools and processes. So Community Liaison will audit attendance records and pull attendance data every two weeks, and we have been doing that since the first day of school. Data will be used by sites to determine that need for PVIS, attendance rewards, SART and SARP conferences, cost referrals, and multi-tiered structures for support, home visits, We will also continue the A2A monthly summary reports and providing those to principals so they can look at their data very closely. Some of those reports include student names, so students that are chronically absent. Cost Team Self-Assessment Tool, that's another tool that we'll be using, and Differentiated Assistance Reviews. So Attend Today, Achieve Tomorrow. Good school attendance means for elementary school students, they read well by the end of the third grade. For middle school, they pass important courses. For high schoolers, they stay on track for graduation. For college, they earn their degree. And for workers, they succeed in their jobs. And that's why attendance is very important.

- ▶ [**Phuong Nguyen**] Thank you.
- ▶ [**Aiden Hill**] Thank you very much. Any questions from the board?
- ▶ [**Carina Plancarte**] Yes, I have a few questions.
- ▶ [**Aiden Hill**] Student member.
- ▶ [**Joy Lee**] This SAR conference, have you guys applied it to the middle schools and high school? Oh, yeah? OK. Thank you.
- ▶ [**Anna Scoville**] Yes, but we have been monitoring them, and they'll be happening more this year.
- ▶ [**Joy Lee**] OK, thank you.
- ▶ [**Aiden Hill**] Member Plancarte.
- ▶ [**Carina Plancarte**] Hello. Yes, so I would like to go to the first slide of the enrollment update by school. And I had a question on this one. And do we have stories to support the data as far as, you know, why there are drops in especially in particular for Lincoln and Newark Middle Schools. Are we losing sixth graders, for instance, at Newark Middle School? Or are the seventh and eighth graders that we're losing? And then at Lincoln, there's also been a significant drop as well. And could this be tied at all to possibly the combo classes as well? Do we have any supporting data?
- ▶ [**Anna Scoville**] Do you want to go ahead and answer?
- ▶ [**Nicole Pierce-Davis**] I know we... Sure, but feel free to, you have a lot of expertise in this area as well. What we've noticed trends, and a lot of this comes, I want to give a lot of credit to Nicole Lemus, who works very closely with Anna Scoville in the main office, who have reviewed years after years after years of attendance data, and so we really rely on her historical knowledge as well. A couple of things. One, we do notice that we see a drop-off right before middle school. When it was the junior high, it was right before 7th grade. Now that it's 6th grade, it's right before 6th grade. So we are seeing that drop-off at the middle school, right before the middle

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school, and then we see some of those families return back. at the high school. And so I think a big part of developing out a middle school was to try to draw those families back, have a sixth grade sort of transition plan. As you know, last year was our first year of implementation. We're now in year two, and I know that Dr. DeLeon is working really closely with our middle school as well. So that is a trend that we noticed. In terms of Lincoln, we also noticed a trend when we went to Universal TK. So we used to have just a few programs with TK classrooms. Lincoln was one of them. And so they were drawing on families from the Snow and the Graham region and now those now, now Coyote Hills Elementary, who now has a TK of their own. And so what we're noticing is families would go to the TK and then stay because they've gotten used to the community. They've gotten used to on the school environment. But now that other schools have their own TK programs, that sort of pipeline isn't the same. And so we are going to have to find other ways of drawing families back to that school. And I know that Principal Gallaher has already taken that. I'm sure I won't say bulls by the horns, but she's on. Thank you. She is on it. And I know she's also met with Dr. DeLeon about some of those plans that she has in place as well.

- ▶ [**Penny DeLeon**] Am I correct? When you ask Principal Gallaher what her goal is for Lincoln, her answer is world domination. Simply, simply put. So I have no doubt she's usually one of the first principals that's on top of anything that's happening. So I look for good things. And then I also want to mention that we do have a plan for the middle school. When you transition to middle school, a lot of things need to happen. We understand that there is a reputational deficit that's happening with Newark Middle that was the same when it was Newark Junior High School. One of the things that is going to help improve that, you are hopefully tonight approving an intramural campus supervisor position. That position was developed with the idea of providing interesting, engaging, and productive kinds of activities for students during lunch prevent any of the negative kinds of behaviors that happen at middle schools naturally. And I'm going to say for the record, and I know there's just always so much talk out in the community, which we need to do a really better job with marketing the middle school, honestly. And there's always this talk about the middle school. But I can tell you, I've been there. I've spent some time there now. And having spent a lot of time in various middle schools over my career, middle school is an interesting time for kids. And they have interesting behaviors. And what really the key is, is to engage them in positive and productive behaviors and engaging behaviors. So that intramural campus supervisor that's on there tonight is going to arrange activities for lunch and various times of the day to keep them busy and active and getting that energy out. Because part of middle school is just energy. And they're not exactly sure at that age what to do with it. really harnessing that in a positive way. And then also I'm hearing from the teachers there, who I've had an opportunity to talk with, that the climate is just so much more positive this year. And so we really want to continue to message that out to the community. And we're looking forward to some real positive marketing and positive data and achievement for Newark Middle School this year. Because I'm going to tell you, that's a great middle school. Anybody who's watching, Newark Middle School is a great middle school. And if you don't think so, just stop it. Just stop it. It's a great school. I will go walk it. You know what? I will walk it with you. And we will walk, and we will talk. Because middle school students are middle school students everywhere. And we have a great school, and great teachers, and great staff. And now we're going to have some great intramurals. So I just had to say that. You know what? We're going to fix that whole thing where people transfer out. We're fixing that. Thank you for letting me say that.
- ▶ [**Aiden Hill**] Other comments, questions? Member Jones?
- ▶ [**Kat Jones**] I have a question about on slide two where you're talking about the transfer requests. We had a total transfer intra, we're talking elementary, during open enrollment. For 83 requests and 17 were approved. Could you explain why there's such a difference versus the year before where it was, there was just a, what? 13 that weren't approved versus Almost 70 65 66.
- ▶ [**Penny DeLeon**] I'd be happy to take that one. I Think miss Raver addressed that earlier this evening and I won't allow that to happen First of all, we were full of up until just this week, which we hit the 10-day mark, and then we realized that certain students weren't there. And so every time we looked, the classrooms they were

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asking you to go to at other places were full anyway. OK. So yes.

- ▶ [**Aiden Hill**] Yes. So a certain percentage of this number is shilling.
- ▶ [**Penny DeLeon**] Very high. OK. Yeah. hate to perpetuate that and keep saying that, but we can't allow that to empty out one school, right? And so.
- ▶ [**Kat Jones**] I didn't realize that that's where the numbers were coming from.
- ▶ [**Anna Scoville**] But it was space. Like Dr. DeLeon said, there was no space to make any more movements.
- ▶ [**Penny DeLeon**] Right. We just dropped a bunch of kids that didn't show.
- ▶ [**Aiden Hill**] OK. Other questions from the board?
- ▶ [**Carina Plancarte**] Yes, I have a question, another question, and this was on the equity slide. Do we have story behind the data there that supports why so many of our Pacific Islanders and our Hispanic community and such, why they are more chronically absent and just so that we can better understand how to support these communities so that we can get these kids into school.
- ▶ [**Nicole Pierce-Davis**] I can take this one since Ms. Scoville was out last year. I will say that that data point has been uplifted for our radar. It was not on our radar last year. We were identified for differentiated assistance for students with disabilities and chronic absences, as well as African-American students. And so that particular data point was a, wake-up call. And so we are thinking about as a team what we can do to support, you know, it could be a one-year data point or it could be something that we really need to track. And so we're going to continue to monitor that this year and see if this is something that, you know, again, was a one-year data point or is something that we really need to target and address along with our other differentiated assistance targeted populations.
- ▶ [**Aiden Hill**] I have a question and then an out-of-the-box idea. So the question is, can you go to the slide where it talks about our historical percentage attendance, where you showed the three-year data? OK. So before the pandemic, we were 96.6%. Obviously, everybody took a hit during the pandemic. We went down to 91.8%. the prior year, and now we've gone up about a half a percentage point, a little bit more, for the prior year, okay? But obviously, we're still four percentage points from where we were before the pandemic, okay? So, do we have a sense of what the revenue impact is? I mean, is there a quick calculation that somehow people can understand to say for each 1%, it equates to so many dollars? OK, perfect.
- ▶ [**Marie dela Cruz**] Doing that math. So yeah, for each ADA, it's about 10,000. 10,000 per. So ADA, you're talking a percentage point.
- ▶ [**Aiden Hill**] No, I'm talking one ADA is about 10,000.
- ▶ [**Marie dela Cruz**] So 1% of 4,904 is 49, right? So let's just say rounded to 50. So for 50 ADA, it's 500,000. Right. So then if you increase that to four, that's \$2 million.
- ▶ [**Aiden Hill**] OK.
- ▶ [**Marie dela Cruz**] So each percentage point is \$500,000.

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- ▶ [**Aiden Hill**] It's \$500,000. OK. So that's a great number, right? And so my question is, so now we understand the revenue impact. Can we think about some things where we maybe need to spend a little bit of money? But that we, if we're able to achieve those goals, that we're going to make more from a revenue perspective. And so, and so what I'm driving at is, so according to your data, you said where we get hit the hardest is in December and May. Okay, so surprise, surprise, right? It's the holidays, okay? People are focusing on other stuff, right? And so, and then, right, May is the end of school. All right, so could there be some things that we could do where we do some investment, targeted small investment, but to incentivize people to actually attend, right? And so I'm not expecting an answer. I'm just saying that, you know, is that something that we could explore? And then the second thing is I'd like to issue a challenge to our student member. So wouldn't, so at the end of the day, my experience with kids is that they don't always listen to adults. And I know, I know it's shocking. And so when I ask some of my students to do certain things, they'll sort of halfway listen. But if I'm able to get some of my students to persuade other students using their own language and their own you know, goals, it's a lot more effective. And so what I'm wondering is, you know, where I think you could do a great service is could you come up with some programs maybe, you know, at the high school with your team and maybe even partner with the middle school? I'm not sure where the biggest needs are. But have sort of a, instead of a get out the vote, it's like a get out the attendance.
- ▶ [**Joy Lee**] Get out the attendance. Maybe I should rephrase that. Like a campaign. Like a campaign to like encourage students.
- ▶ [**Aiden Hill**] Yeah, to increase student attendance. And so that could be maybe something that, because I think people are more likely to listen to their peers about this than an adult.
- ▶ [**Joy Lee**] I think students definitely want to go where their friends are. So if their friends are showing up to class, they will show up to class. I feel like sometimes students don't show up to class because, first of all, the teachers, it's a sub. And second of all, because they won't have as many friends in that class. So why should they show up to class if there's no teaching and if there's no friends? And so I think that redirects us to, oh, we need to find teachers.
- ▶ [**Aiden Hill**] But let me throw something out to you, student member. And when I was talking with Dr. Daly on the other day, I told her something, and then she like one-upped me. And so I said, you know, so many people think either or. So either I can have this, or I can have that. And I said, my experience working with executives, top executives, is they never say or. They say and. How can we have this and that? And then Dr. DeLeon said, oh, there's a great book about that. Don't you know about that? And so I had to admit, like, ignorance. But... Zander and Zander. But what I would like to challenge you is, I think as Dr. DeLeon had said, okay, we understand that some of the attendance problem is related to having full-time teachers. Okay, so we have to work that process. And... Can we get you to work at your level to figure out how, what are the things that are keeping kids from coming to school? And at your level, how can we create programs or, you know, incentivize kids to be coming during the, you know, just in general, but particularly during the December and May timeframes?
- ▶ [**Joy Lee**] So just think about it.
- ▶ [**Aiden Hill**] Okay, perfect.
- ▶ [**Phuong Nguyen**] She was already thinking about it.
- ▶ [**Aiden Hill**] I'm sure. I'm sure. OK. All right.

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- ▶ [**Joy Lee**] Thank you.

- ▶ [**Aiden Hill**] So any other comments, questions?

- ▶ [**Kat Jones**] I just find it fascinating that the two months where there are finals taking place, that there's so many absences. I mean, are they all acing their finals because they're not in class? They're studying for the finals? I just find that really interesting. that it's around that time and, you know, thinking about what kind of incentives can we use for them to be in class preparing for their finals rather than potentially at home preparing for their finals.

- ▶ [**Joy Lee**] I think sometimes students are burnt out from school and so they take time off and they study for their finals at home. I think that's like a small portion of it. Yeah. But then the rest is, I'm not too sure either.

- ▶ [**Aiden Hill**] And I'm not sure what happens at the high school, but at the high school where I teach in a different district, one thing that we do and that really does promote a lot of, you know, I would say attendance and just involvement is that we have a lot, like we have like a really, really serious spirit week. And that gets students really motivated during a certain period of time. And then there's other things that are going on, fun things that motivate kids to say, well, this is why I want to show up. Because, yeah, they're not going to show up because they want to study for their final. Okay, so if there aren't any other questions, so thank you so much. It was a great presentation and a lot of great data.

- ▶ [**Anna Scoville**] Great, thank you.

- ▶ [**Aiden Hill**] Thank you. Moving on to 11.2 CASP status data, Dr. DeLeon.

- ▶ [**Penny DeLeon**] At this time, I'd like to call on our wonderful assistant superintendent, Dr. Pierce-Davis, who will walk us through our 2023 CASP data.

- ▶ [**Nicole Pierce-Davis**] Great. Thank you so much, Dr. DeLeon. So we are looking at status data. We're not looking at growth data. We're not looking at distance from met data. So this tells one part of our data story. I just want to clarify that. I think it's really telling that this presentation is coming right after we talk about the challenges that we have experienced the last year around attendance and staffing. I think you're going to see that reflected in this data. And while we don't consider that an excuse, it is, once again, a part of the data story. So when we looked at our data, we're looking at the CASP. So this is our Smarter Balanced Summative. So we call it SBAC, or we call it CASP. It's the same state assessment, California State Assessment, based off of our standards. This is how we are doing just an overview across the district in terms of met and exceeded standard. We're at 44% for English Language Arts, 35% for Mathematics. So you see a slight drop 4% in English Language Arts and a slight drop about 2 percentage points for Mathematics. When we look at English Language Arts a little closer, By subgroup, you're going to see the district total. You'll also see it broken down by female, male, English only, initially fluent. So these are students that come in speaking English fluently, but also speak another language. There's reclassified fluent. So these are, again, students who came in speaking another language and over their time in schooling has become reclassified as bilingual and fluent in English. We've got our English learners. As you know, our reclassification data went up last year. And so this is one of those interesting phenomenons that you see in our data when reclassification data goes up. And you can see that our bilingual students outperform everyone else in the district. So it shows the value of learning two languages. What you also see there, though, is that you often see a drip in English language learners. Because if you were trying to take an assessment in a language that you were not fluent in, you would imagine how you would perform on that assessment. And as our reclassification goes up, it means the pool of English language learners that are left So it's both a good thing and you see it reflected in the data. So this is something we want to pay, again, special mind to. You're going to see that in all the professional development we do. How are we working on English language development? I don't care whether you're a math, science, history, or English teacher.

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Everyone should be working on those language development skills. You also see special education, socioeconomically. So these oftentimes are UPP students. Disadvantaged are Latinx or Hispanic students, and then are African-American students. Again, just from another look, year to year. By ethnicity or race. And then by grade level. So here you'll see a four-year comparison by third, fourth, and fifth grades. Again, this is only met or exceeded. So what you're not seeing here is who's one year from. What you're not seeing here is did people make growth. And I'm going to show you an example of that kind of at the end to see what kinds of data you'd like to see moving forward. Because we could talk for a good three hours on just this assessment alone. So again, this is an overview. And then depending on what the board would like to see moving forward, we can come back again with more information. This is 6th, 7th, and 11th grades. I do want to note the sixth grade core model. That was something we noted last year as a specific targeted strategy. And we definitely saw some benefit there. Now we're going to repeat the same data for mathematics across the board for your comparison, not including 2020 or 21, obviously. Again, our subgroup data that we've been monitoring more closely. So this is our district as a whole, female, male, English only, initially fluent, reclassified fluent, English learners, our special education students, our socioeconomically disadvantaged students, our Hispanic Latinx population, and our black African-American students as well. Again, significant groups from a different lens. Ethnicity or race. And then grades comparison. So third, fourth, and fifth grades. Sixth, seventh, eighth, and eleventh grades. So there are additional measures, and I want to just help us look at a couple examples of those. Again, this is just a broad overview. There are growth measures, distance from met, subgroup demographics, site-specific results, classroom-specific results, individual student data, and student trends. These are all the types of data that we are looking at. behind closed doors, getting all the way down to the student level, which we wouldn't share here at a board meeting, but that's how we know what to do next, how to differentiate instruction, how to pull together small groups, and so on. Here's an example of that. When we look at just adding in the three other categories, nearly met or not met, right? Because nearly met means you're within that year. Not met means you're multiple years. And so, for instance, when we're looking at this data, you can start to see who's making movement in what category. Let me see here if sixth grade shows a good example of this. So if you look at sixth grade, since we looked at sixth grade before, you see 2022 and 2023 comparison data. And what you see is a shrinking of the orange, right? The shrinking of the nearly met. That means those students that were close, they were on the cusp of meeting, really made movement. But our lowest students didn't necessarily make that same level of movement that our nearly met did. Again, that's what you would expect, right? Because if you're seeing multiple years behind, They could have made a whole year, two years worth of growth, but depending on where they started, you may not show that show up in the data. So this type of lens is really important. The same thing happens here for math. If you look again, just because we're looking at sixth grade at the moment, that orange shrinks, whereas you don't see as much shrinking happen with the other groups, but you do see it with And here, again, at the top, you've got exceeded, met, nearly met, and not met. So it shows you the areas that are making movement. Similarly, what we could look is distance from standard. So that is where we're looking at every student. We're trying to see how they're growing. So rather than looking at, did they fit into a category? Because oftentimes, when you look at student-level data, you might see a student that's a nearly met, and they're like three points away from being met. And you're like, come on. What's the difference here? When we look at distance from standard, what that allows us to do is say, OK, are all of our students growing? And if so, who's growing and why? So even if you're multiple years behind, if you're showing growth, that's what we want to see. So there's different ways to look at this data. And that's what we do in Ed Services. That's what we do at our school sites. And that's what we do at principal meetings. So implications and next steps. One, we're interested in knowing what the board would like to see more of. We can either share that data in our weekly reports, or we can come back to a board meeting and share that data here. We want to look at our growth distance from met. And then we're going to continue to look at our disaggregated data. We're going to use this data to inform our next three-year LCAP cycle. We want to continue to strengthen the use of formative data. We started this last year with iReady and Illuminate. Site departments are going to continue this work. We want to highlight that sixth grade core. What we saw there is really content teacher designated and integrated intervention. So the teacher that has them for that English period is also the same teacher providing that intervention. We think that there's some promising notes to that model in and of itself, and we want to look a little closer at that. We also saw a lot more teacher grade level collaboration because they're cored there. We even

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had some teachers meet with our math TOSA over the summer and do some math planning. So we're just kind of looking at what are the things happening there, just like we did last year. We saw third grade teachers. We brought third grade teachers to the district office at the end of last year and said, what did you do? What's working? What's not working? We want to pick your brains and share those practices across the district. We're also specifically looking at language development. As you saw from our data, English learners are a real area of focus. But we also want to note the high achievement of our bilingual students and show that that as a strategy or as a learning tool is incredibly important. And we think about that when we think about culturally responsive and sustaining cultures, right? We're seeing the benefits of that, not just in how students interact in their community, but also in achievement data as well. I do want to do a quick note, a PD spotlight for Coyote Hills Elementary. During their August PD, they reviewed the LPAC, IREDI, and CASP data from last year with the intention of identifying focal students. I really want to just applaud this work because that's the kind of level of work that we can do when we start to get down to the student grade level and teacher level. I'm happy to answer any questions.

- ▶ [**Aiden Hill**] Questions from the board? So thank you, Ms. Pierce-Davis. So great presentation, a lot of valuable data. My sense, because you're asking about next steps, although certainly I think the board wants to keep apprised of this, but I think the most important next steps are, so our goal number one for this year is increasing student outcomes. And we've set a goal that says 2% just overall you know, related to CAS, Smarter Balanced, and then I think we set a stretch goal of 5% for, okay. And so I think what would be very valuable, and I'm going to defer to Member Jones on this since she knows better how it works within Newark, but how can we push this data down into the classroom and say, okay, here is your specific metric And we need your help in then figuring out how can we improve by 2%, right? And so, and I'm going to defer to you, Member Jones, around what do you think would be the best way to do that?
- ▶ [**Kat Jones**] Well, honestly, I think what CHE did with their spotlight in their PD and studying that and really looking at how each teacher looking at their data and seeing how their students did. And they remember their kids. You remember your kids from the year before as you're looking at the data. And you know the kinds of things that you did. And then you can kind of see what worked and what didn't work. But really having time to look at the data and to evaluate it and say, oh, OK, so that maybe didn't work so well. I want to change this. And then talking to your grade level colleagues on your site. And if it's a small site where there's maybe one or two teachers at each grade level, Sometimes getting together, maybe two schools getting together and working together. What did you do at your campus? What did we do? And sharing that valuable information back and forth, especially when you are a site that only has a couple classes, one or two classes at each grade level. I think it's important to get together with another campus and to talk about what you did so you can see it across campus and get a broader spectrum of information because you've got, you know, three or four teachers at that point working together to talk about their ideas. But really looking at the data and looking at the kids. And then what they did, coming up and identifying those focal students is really critical. And I remember sitting in multiple staff meetings at the beginning of the year and looking at this data and just the value of, OK, these are the kids that I really need to focus on. And then running with that and coming up with ideas and talking to your colleagues
- ▶ [**Aiden Hill**] And so I think what you're saying is that in order for this to work, the conversations need to happen.
- ▶ [**Kat Jones**] Absolutely, the conversations need to happen. You've got to be communicating with your grade-level partners, whether they're on your campus or you've pulled a couple, you know, schools together to do that. It doesn't take having all schools together to do it, you know, just a couple schools coming together.
- ▶ [**Aiden Hill**] Okay. So I mean, I would just say that it's probably more important that the data is made available to the teachers so that they can start to have these conversations and put a plan together. And then, of course, the board would be interested. But I think it's really going to be in their camp. And my sense is that so all this stuff is tied together. Sadly, it's all tied together. But right now, what we heard when we did the district kickoff at the high school is, according to you, Dr. DeLeon, you'd said that our capture rate, meaning the percentage of

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kids that, of all the kids that potentially are eligible to go into our schools, the percentage that are actually going is 56%. Oh, 52%. So we're barely greater than half. So that means 48% of the families that have kids that could go to our school are voting with their feet and they're going elsewhere. And I think that there are a variety of reasons, but some of it is a perception, right? So some of it may be reality, some may not, a perception of academic outcomes. And so literally, if we want to, if we want to, improve that capture rate, we have to show progress in this area. And if we do, then it's going to be a virtuous cycle, because then more students are going to enroll. We're going to have more revenue, right? Our ADA goes up. Then we're going to have more funds to do other things. And then we'll be able to go, be able to look at programs to provide health care for teachers and provide teacher housing and a variety of other things. But I think that this is sort of the, you know, this is maybe one of the foundational things that then, yeah, that then activates everything else. So, but I think that the data is really good. And so it's just, you know, how do we make sure that it gets in the teacher's hands and how do they start putting a plan together?

- ▶ [**Kat Jones**] And the conversations are structured. And, you know, the principle is, If they're not sure exactly how to lead that, there's a common platform. Here's how you do it. And some principals have had experience with that, and others haven't. And so for the principals, it starts at that level of the principals talking about what the platform is, what the structure of that conversation is with their staffs, and so that that's unified as well.
- ▶ [**Nicole Pierce-Davis**] Yeah. Thank you for saying that. That's exactly the work that we're doing. So we're trying to help, maybe not uniform, but align practices so that every school can have the autonomy to make it what it is. But instructional leadership teams really having the structure of leadership start with teachers, and then building out professional learning communities within grade levels, either within a school or like you said maybe two or three schools coming together. So that's why we've sort of shifted a little bit of our professional development model in hopes to build some more of those communities. Different school sites are at different levels. What we found is some school sites have been doing professional learning communities for years and have it down to a science and others are just getting it started. And so I do want to say you know this is again this is one piece of the data and I really appreciate what you said Member Hill. I think the year before we had been applauded as one of the biggest movers in the district, which is one of the reasons why Dr. DeLeon was attracted to Newark Unified because our data had sort of held even during the pandemic. And I think we saw a lot of transition last year, but we are on the, we're on the path towards, okay, what comes next? Let's look at our data closely and let's make some moves.
- ▶ [**Kat Jones**] Well, thank you for all your work.
- ▶ [**Aiden Hill**] Okay, great. Thank you very much. Okay, so moving on to agenda item 12.1, public hearing sufficiency of instructional materials. And since I'm filling in for Nancy, I don't really know what I'm supposed to do here. I'm just gonna be honest. Do I just say that we're having a hearing? Okay, we open the hearing. Are there any comments? I see none, hearing closed. There you go. All right. You did very well.
- ▶ [**Carina Plancarte**] I'll pay you later.
- ▶ [**Aiden Hill**] So moving on to section 13, so new business. And let me double check the cards here. So, we don't have anyone, anything for 13.1. So, but however, except for a presenter. So, Mr. Cary Knoop, would you like to give us an update regarding the CBOC?
- ▶ [**Cary Knoop**] With pleasure, President. Thank you. Pro tem. Good evening, board and staff, and I see some new faces. Hi there. and good evening, public. I'm presenting today the annual report of the CBOC. I'm the chairperson of this rather small committee. We have currently two members. While the report was developed, there was also a member, Mr. Waters, and he resigned. And then there was only one member left, so then I joined as well to kind of make it a team. But it's indicative. I mean, I know we're rounding off the Measure G, but it's a good thing to get a bunch of members there. And actually, we're supposed to have seven. But anyway, with two members, it's hard. If you can imagine, it's a Brown Act committee. So at least we can think by ourselves.

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That's still not a Brown Act violation. But if it's more than one, it becomes a problem. Cindy Parks is the other member, and she's also present. Okay, without further ado, I'll give the presentation, which will be a short one because, again, as I said, we're rounding off Measure G. It gets to a point where if you keep money in that account, you're going to have some fixed costs, and these fixed costs are going to be proportionally be more and more. You know, do we need an audit? Do we need a bond audit? Do we need a bond performance audit? Do we have a financial company with a contract? Obviously we don't, we wouldn't want to have our fund be negative, right? So hopefully we can get this out soon. Where did I click?

▶ [**Cary Knoop**] Where did I click?

▶ [**Cary Knoop**] The front? Oh, this, okay, yeah. Yeah, that's it. Okay, so 10 years Measure G approved by the Newark community in 2011 and as you can see the funds remaining. Now remember, this is from last year because it takes a while before the CBOC actually produces a report. We have to wait for the regular audits, the auditor, but we also have to wait for the bond audit, which is a separate audit, which usually comes around January, February timeframe. And then, of course, the committee needs some time to put all the numbers together. So this is kind of old data. Mr. Dela Cruz probably knows the current, number that we have it's what below 10,000 or so or 13,000 so there's not a lot of money left You see the the expenditure over time I Think we started really well The first year was kind of we started with some signature projects at the time and then a banner consulting a I believe, this is my personal opinion, did a pretty good job in managing the project. And then you can see halfway it kind of, you know, went kind of nowhere, you know. So the money was sitting in the bank and, you know, you got to remember that, you know, we can't invest this money in Bitcoin, so money put in the county is basically losing money effectively. I think even during the COVID, it couldn't even maintain \$1 par value. So, you know, it's always a good idea if once you get that bond money to spend it quickly, because you keep it in the bank, you basically lose it. But you see at the end, we get the project going up again. So basically we spent the money for last year on HVACs, landscaping, some flooring. That's basically it. So this is the most important thing that the CBOC arguably does is every year they have to give a statement whether the district is in compliance. And the CBOC's opinion is that the district is in compliance. But there are some notes. And so I'll briefly go over these. So I mentioned it already that the membership has seldom be at the level of seven members or higher. And again, I think recruiting is important, making sure that that's available. And going forward, I think it's a good idea get a non-voting student member in that committee as well. Because I think we want our students to be involved in the process. And so many districts are already doing that. Probably now it's a little bit at the tail end, so there's no point. But I think later on we would want to have that. Facility master plan has always been kind of an issue over the years. In all fairness, though, when the bond money came out, there was a strict requirement for a facility master plan, and that has been over time kind of reinterpreted, right? So, you know, I think some people have the opinion that it's not a hard requirement. Well, nevertheless, there is now a facility master plan, But in the past, it has been kind of cloudy with, you know, there was the report from the AEDIS company, and the idea was sort of like, well, is this an integrated program, so it includes the facility master plan. And, you know, so we do want to highlight that, that in the past, that has been an issue. Deferred maintenance plan, also there are various opinions about whether that needs to be included or not. The AEDIS plan, let me go back to this slide because I think I made a mistake. I did make a mistake, I'm sorry. So all that I said was about this slide. This is the maintenance plan. actually a requirement for the bond money and was the maintenance plan clearly defined in the AEDIS report, yes or no, okay? So the previous slide actually is a little bit different. This has to do with the fact that how are funds allocated and when the bonds came out, there was a list of projects that were valid for that particular bond. And so the question is, once you do more planning for the future, could you use that bond money for that? And the committee basically wants to say that most of that money for the 80s future plans was derived from the bond money. And you can ask yourself, is that the right thing to do? For the middle school, and we still mention junior high school because when the report was drafted, it was still having that name. There were some concerns about the implementation of the locks, the gates, and the key entrance. So now if you go to the middle school and you want to enter, you have to press this button to get in. And that button is fairly high. So the question is, is that compliant with, you know, various rules and it seems that it isn't because it's just very high. Now, I think that actually it was lowered at one point and then it was

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put back. So, yeah. The other one is the electronic keys and it's a little bit of a situation that say there's an intruder, and that intruder gets access to a key. It would be a very good idea for a local office to be able to say, we want to block this key immediately, or we want to block all keys on our site. And apparently, that's not possible. That can only be done from the district office. And so we recognize that as a potential hinder in having quick action when something like that happens. That's the last slide. Are there any questions?

- ▶ [**Aiden Hill**] Questions from the board? Mr. New, I do have one question. So when you were talking about your recommendations, One of the things you said was that you need greater committee involvement, right? So you're a committee of two right now, and you need more committee members, potentially a student member. Is that correct?
- ▶ [**Cary Knoop**] Well, first of all, the bylaws right now doesn't explicitly allow student members. So that would be, and the way it's structured is that the board, the committee can effectively propose changes to the bylaws, but the board has to ratify those bylaws. However, there are CBOC groups made out of lawyers who basically set sort of long-term views that they want to change that, that they feel that an independent committee should actually be able to make its own bylaws. But anyway, having said that, so I think it's more practical for allowing like a student member for the future in terms of like if there's a future bond or so. I mean, the bond is basically winding down. I don't think any members would have any objections again. I think it would be a wonderful thing if a student member could join. But we would need a process where the board would have to change the bylaws and then ratify them. With respect to the seven members, two members is, for a Brown Act committee, just more or less unworkable. But again, we're winding down. I personally like to see, you know, having a CBOC does have a cost for the district. You know, some of the salaries are prorated, right? And some of the cost is allocated for certain activities. And I think, you know, due to the fact that we have about 12K left, we don't want to, you know, raise any cost in that respect. So, I mean, I personally wouldn't have a problem, you know, going next year with two people. I think it's more a message for the future. If there were to be another bond, we have to kind of learn from the lessons we've drawn here and that we need to be very active in just making sure we have seven people or even more people in that committee.
- ▶ [**Aiden Hill**] So if we spend down the remaining money quickly and you lobby for a change in the bylaws, Would you and Ms. Parks be willing to wear sandwich boards to advertise and recruit for future CBOC members?
- ▶ [**Cary Knoop**] Well, you know, let me just say something, okay? So, one of the interesting things was that the CBOC, when we had Vanner Consulting doing our management firm, They put these big signs on our school sites, and I think they're still there. And I've always seen it as free advertisement. I always thought that Vanner should have been a good sport and actually pay a little bit or donate. They have donated money in the past, but they donated to the finance department. They didn't donate it to any other. Anyway, that's their prerogative, obviously. But these boards could be having a simple coat of paint, And we could put on there, Newark Unified is looking for teachers or staff. Every site has that board and, you know, it's an opportunity to do that.
- ▶ [**Penny DeLeon**] That's a great idea.
- ▶ [**Aiden Hill**] Uncle Kerry wants you instead of Uncle Sam.
- ▶ [**Aiden Hill**] I'm just teasing you Mr. New. Point of order.
- ▶ [**Aiden Hill**] I know I usually bring meetings at some point to a call for a point of order. So yes, but so I think that all the points are excellent. Are there any clarifications?
- ▶ [**Cary Knoop**] Actually I do want to mention one item though. So while it is not required by Ed Code for the boards to comment on the findings from the CBOC. And in the past, the board has not commented on it. And when I say the board comments, they would practically comment, you know, by proxy as the district would give a

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reply like on the next meeting in writing and saying, yes, you know, you're right. The security thinks it's a concern of us too. We're going to change that or you got it all wrong. You know, whatever their response is. The board is not obligated to do that unless it's a financial issue. So it would be something with the audit that the board is obligated to do that. But I think it's good practice for the board to say, hey, here in our report, there are four items that the CBOC is concerned about. Maybe we can direct staff. to take a look at that and say, you know, hey, these points we kind of agree with, we're working with, and these points, you know, the CBOC doesn't know what they're talking about, or whatever their answer is. But then you have a process, because some of these things are important, you know, the accessibility issue, and even the security card is a potential one, you know, that maybe should be resolved. So in the past, the board hasn't responded in that sense, I don't think there's any law for, you know, a president, right, to direct staff with the approval of the rest of the board to give an answer to the CBOC on their issues in the next meeting.

- ▶ [**Aiden Hill**] And we do have a standing agenda item, right, so board member updates, so whoever is going to be the board member representative should be the person that carries that message potentially.
- ▶ [**Cary Knoop**] As far as I know, there's no board member representative for the CBOC, but there's always a ready for change. We don't have one.
- ▶ [**Phuong Nguyen**] Well, I was invited to the next CBOC meeting, so I guess I could take on that role and report back. And since these are outstanding findings from several years and haven't been really addressed, I would make that recommendation for staff to look into.
- ▶ [**Cary Knoop**] Yes, because I think that's wonderful. Yeah. And then we'll see.
- ▶ [**Penny DeLeon**] I already wrote them down while you were talking.
- ▶ [**Cary Knoop**] Well, that's the first step. So, wonderful. We got it. Thank you very much.
- ▶ [**Phuong Nguyen**] Thank you. Thank you, Mr. Knoop.
- ▶ [**Aiden Hill**] Okay, moving on to 13.2, unaudited actuals financial reports. and we don't have public comment on this one. So, is this Ms. Delacruz?
- ▶ [**Penny DeLeon**] Ms. Delacruz?
- ▶ [**Marie dela Cruz**] Oh, I can drive. Thank you. Yes, so tonight I'm pleased to present the year-end unaudited actuals report for 22-23. This report actually is the year-end closing for the last fiscal year. It closes the books for 22-23, and it is a reflection of all of the actual revenues and expenditures for the period of July 1, 2022 through June 30, 2023. And it's the last reporting for the budget cycle. This report goes to the Alameda County Office of Education by September 15th, and the district auditors will review and provide an audit report by December 15th, which is why it's called the unaudited actuals, because the auditors have not completed their review.
- ▶ [] Did I forget something?
- ▶ [**Marie dela Cruz**] Accept the report?
- ▶ [**Aiden Hill**] Are you sure? Oh, it is. Sorry. OK. You sure? Keep going.
- ▶ [**Marie dela Cruz**] OK, so here's a summary of the revenues and expenditures for both the restricted and unrestricted funds, the total revenues for the year was 91.4 million. This is about 16% higher than what we have in our 23-24 budget. Our total expenditures ended with 80.2 million, which is 2% less than our 23-24 budget. The

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net increase to fund balance was 11.2 million. So if you take the revenues and subtract the expenditures, you get \$11.2 million. That is the increase to our fund balance for both restricted and unrestricted. So now we have an ending fund balance of \$34.4 million. So if you add the \$11.2 to the beginning balance of \$23.7, and then we had the audit adjustments of \$512,000, that's how we end up with the \$34.4 million. 59% of that is from unrestricted funds and 41% is restricted. So here's our enrollment and ADA information. It supports the information that you just heard from Ms. Scoville. 22-23 enrollment was 4,952, which is 215 less than what we had last year. You can see our actual ADA last year was 4,575, which is 145 less than last year. The ADA to enrollment ratio, which is what Ms. Goldville was talking about, is 92%. And this is significantly lower than our historical ratio of about 96 to 97%. You can see the gap there is a lot wider in the last two, three years. We have a decrease in enrollment over 10 years of 1,342 students. Our 23-24 enrollment projections is the 4,904. And then our enrollment as of August 30th was 4,866. And the reason why ADA is so important, because we do get funded by ADA. We're not funded by enrollment alone. Students have to attend school. And that's how we get our funding. So you can see on our revenues. We had a total revenues 91.4, 69% of that is from the local control funding formula. That's the main source of revenue from the state. We also have federal revenues and other state revenues. Our lottery funds is from the other state category and then other local revenues. And that is what we get from, like, rental of facilities and other local revenues. So compared to second interim, you can see our total 91.4 versus 91.7 is what we had projected in second interim. It's just 0.3% difference, which is really good. On the expenditure side, We had total expenditures of \$80.2 million. This is 17% less than what we had projected at second interim. And our total expenditures, 71% of that is for salaries and benefits. 22% is the other big piece of our expenditures. It's for services and other operating expenses, which covers our water bills, our electric, legal services, software, and professional services. One of the main reasons why we had such a big difference in lower expenditures is we did implement a mid-year spending freeze, if you remember, and we also had a mid-year kind of a hiring frost, a soft freeze, where we evaluated every position before we filled them. So we have a little bit of the COVID funds left. If you recall back in 2021, we received an allocation of \$11.5 million, and we spent \$7 million of that, and we carried over the \$4.5. And so the year after, we got an additional \$4 million, and we spent \$6.7 million and carried over \$2. So in 2022-23, we spent the \$1.6 million total, and we're carrying over \$443,000 into the 2023-2024 school year. And the deadlines are fastly approaching. One of the funds, the ESSER II funds, the deadline to spend that is September 30th of this month. And there's only \$3,204 left there, and we've already expended or encumbered that. And other remaining funds, the deadline to spend that is September 30th, 2024. And most of this money was spent on like PPE and some HVAC repairs and purchasing the, like the, what do you call those? The air purifiers, all the COVID-related supplies, materials, and equipment. The contributions to restricted programs, this is what the general fund contributes to the special ed program, because the special ed is not adequately funded. So we contributed \$9.5 million to special ed from the general fund. And the routine restricted maintenance account, that is required. We have to spend at least 3% of our total expenditures into routine restricted maintenance. and that was about two and a half million. So 12 million total in contributions from our general fund goes to the restricted programs. Compare that to this year's budget, our contributions is estimated at 15.7 million. So in summary for the unrestricted general fund, we talked about how the net increase to the general fund balance is \$3.9 million, and that was a result of revenues of \$64 million, then expenditures of \$48 million, and the contributions of \$12 million. That's how we ended with a surplus of \$3.9 million. And if you add that to our beginning balance of the \$16.8 million, less the audit adjustment of \$500,000, you add the \$3.9, That's how we end up with the ending fund balance of \$20 million. And when you take that \$20 million into this year, subtract the projected decrease to a fund balance of \$500,000, this year we're projected to end with \$19.7 million in our ending fund balance. So in our fund balance, There is a 10% cap that is applied to the 22-23 and the 23-24 fiscal year. This cap was applied by the state, which means that our reserves for economic uncertainties and any of our assigned designations cannot exceed 10% of our total expenditures. So what we do is we take some of the fund balance and put them in what's called committed funds. So that way, those committed funds, they do not count against the cap. So in our committed funds, we set aside 13.6 million this year and 12.9 million, I mean, 22, 23, I get confused, and then 12.9 million in 23, 24 to balance our budget. This is different than what we had presented at the adopted budget, because at the adopted budget, we did designate a few more line items. But since we are showing a deficit of \$6 million and \$8 million in the next two out years, we now have to reserve that to help balance our budget. So in our reserves, we

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have \$5.3 million in general fund, and we have \$2.3 in Fund 17, which is a special reserve for emergencies, for a total of \$7.6 million, which is equal to 9% of our total expenditures. And the required minimum is 3%, so we're way above the 3% minimum. And for this year, we'll end with a 10% reserve. These are all our other funds. We have adult ed fund, our child development fund, our cafeteria fund, the special reserve for emergency purposes, our building fund, which is our bond fund. That's where you see the ending fund balance of \$13,600. And then the capital facilities, this is also known as our developer fee funds. We still have \$15 million in that fund. And the special reserve for capital outlay, that's also known as our Russian fund. Proceeds from the sale of the Russian school. We still have 8.6 million in that fund the bond interest is related to Measure G and then our self-insurance funds four and a half million So in looking at our district financial direction the next For this year in the next two out years. You can see that our beginning fund balance. Since 16-17 has changed dramatically, we were able to build our reserves in the last couple of years to where we actually had a 17% reserve in 2021. And in 21-22, we had a 22% reserve. And then this year, we end up with 9%. And then in the next three years, it's going to be 10% and 9%. We do still need to resolve our \$6 and \$8 million deficit, which is projected in 2024-2025 and 2025-2026. So all in all, our year ends in the unrestricted general fund with a net increase of the \$3.9 million. To our fund balance, we have a total reserve of 9%. In our multi-year analysis, we do show that we will be able to meet our 3% minimum for the 23-24 and the two out years. And with that, I would recommend approval of our 22-23 year end unaudited actuals report and I will be happy to answer any questions.

- ▶ [**Aiden Hill**] Questions from the board?
- ▶ [**Phuong Nguyen**] Just a comment. Thank you Ms. Dela Cruz and your team for putting this together every year and we appreciate you and your staff and all the hard work that you guys do to prepare us and to give us the I mean, outlook on what our budget is and what they continue to be on the outline years. And so we really do appreciate that. And I don't have any comments, but I do appreciate that we do have a bit of a surplus after the indicated in the audited actuals. So thank you. Thank you.
- ▶ [**Aiden Hill**] Other questions of student members?
- ▶ [**Joy Lee**] I don't know if this is like a question question, but for like you were talking about the COVID funds and how we have a little bit extra left that we can use until September 30th. Where do you guys decide to use that fund or is it not going to be used at all?
- ▶ [**Marie dela Cruz**] Yeah, so most of it now is being used for Some, a little bit of PPE, and then I believe there's some mental health services still that's part of that. And I think there's a couple of positions that are charged to that, whether, I can't remember if it's counseling or intervention, but there are some positions related to learning loss and trying to recover from that, like tutoring.
- ▶ [**Joy Lee**] So everything will be used?
- ▶ [**Marie dela Cruz**] Yes. Okay. We will spend every dollar.
- ▶ [**Joy Lee**] Because I was going to say if there are any extras for the library. Oh.
- ▶ [**Marie dela Cruz**] We will find you money for the library. May not be from COVID, but I will look.
- ▶ [**Aiden Hill**] Other questions?
- ▶ [**Carina Plancarte**] Can you please explain a little bit more about the committed funds, just so that I can understand it better, and maybe there's others out there who can understand it better as well. I'm not sure if if those are just funds that need to stay put or if they are going to be committed to something specific.

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- ▶ [**Marie dela Cruz**] Yeah so in the fund balance if you think about it there's different components. You can assign what's in the fund balance to the Reserve for Economic Uncertainties, which is what we do here. For example, you can see that we set aside \$5,340,000 for the Reserve for Economic Uncertainties. It's kind of way at the bottom. And then we also have what's called the assigned category. And you'll see where we have LCAP carryover. So we designated the carryover of \$409,000 in the assigned component. And the non-spendable, that's like the cash balance. We have a little bit of cash, about \$120,000. No, no, not cash. I'm thinking about store's inventory. It's about \$25,000 in cash, kind of like petty cash. There's what we have in the warehouse, like stores inventory value. So that's what's known as non-spendable. And then the committed, the board can commit part of the ending fund balance to certain items. And in this case, we're committing \$657,000 to the cost of the audit findings. from 2021, which included the issue with the credentialing, and then also the unduplicated pupil counts, about \$400,000. So that's what the \$657,000 for. We set it aside because the state, unfortunately, we didn't get our appeal approved. So the state will be recouping that money through our apportionments. So they'll just reduce the payment that they would normally give us every month. And then the committed, any time we make a change to that, it's more restrictive. The board has to approve it. So staff, we can't move that money unless we get approval from the board. That's the difference between assigned and committed. Non-spendable, we can't spend because it's not, well, it's not spendable. It's either in the cash or store's inventory. So if you add up all those components of the ending fund balance, it totals the total ending fund balance. You see that \$20,182,000? It equals the ending fund balance. So that's just a breakdown of all the different components and how the fund balance can be separated and designated into different items. So it's just taking that one big lump sum and separating it out. And because there is that 10% cap, You see, we have to calculate what our cap is. We take our total expenditures and calculate the cap. So if our total expenditures is \$80 million, our cap is \$8 million, which means that our reserves for economic uncertainties in both the general fund and Fund 17 and any of the assigned designations, they cannot exceed 10%. So by putting the \$14 million in committed, it doesn't count against that cap. Is this starting to make sense a little bit more?
- ▶ [**Aiden Hill**] Yeah.
- ▶ [**Phuong Nguyen**] Number one. I do have a follow-up question, though. In regards to the audit findings 2021, the \$657,876 for both in the unaudited actuals and in the budgeted, so you said that since we weren't successful in the appeal, the money would be taken out when they distribute the money. This year? This year. So since those are committed funds, and we need it for something else, it would still have to go to board approval, correct?
- ▶ [**Marie dela Cruz**] Yes. So right now it's in the committed, When the state actually does recoup that money, we will bring it back to the board and then change the committed, because we will need to move that money into the operating budget to pay it back. So we'll bring another resolution to make that adjustment.
- ▶ [**Phuong Nguyen**] Thank you for the clarification.
- ▶ [**Aiden Hill**] Other questions? OK, thank you, Ms. Delacruz. I did have a question. So I remember when we were going through negotiations with NTA. So there were a lot of numbers. We agreed to certain salary increases that we were projecting that we were going to have a pretty severe impact to our reserves. And that if we didn't make any changes that by like year two or year three, we were going to be down to 3%. But now the numbers that we're looking at right now, we're back up to 10%. So what happened? Could you explain that a little bit further?
- ▶ [**Marie dela Cruz**] Yes. So any time you have an increase to the fund balance, in this case, we have a \$3.9 million increase to our fund balance. That will impact the current year and future years, because that adds to our savings, per se. So that's... Where did that increase come from? So if you look at the net increase, the \$3.9 million from the beginning balance, that was a result of the revenues less the expenditures for last year.

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- ▶ [**Aiden Hill**] So we had... So we were anticipating that we were going to spend more money, and we ended up spending less.
- ▶ [**Marie dela Cruz**] Exactly. Okay. In our budget, we had anticipated or projected that we were going to spend more in 22-23. So that's why when you look at, let's see if I can, if you look at the expenditures here on the unaudited actuals, just looking at the unrestricted column, because that's really where our reserves come from. Compare the unrestricted column in the unaudited actuals, the unrestricted column from second interim, which is the last report I shared with you. We had projected that we were going to spend \$52 million, but we only spent \$48. OK.
- ▶ [**Aiden Hill**] You're more familiar with these numbers than I am. So what were the areas where we thought we were going to spend more and we ended up spending less?
- ▶ [**Marie dela Cruz**] One big one is the capital outlay. So you could see \$2 million we had budgeted for capital improvements. And we only spent \$4.59. Another big one is the services, where we had budgeted \$8 million, but we only spent \$6.5. OK. OK, great.
- ▶ [**Aiden Hill**] Go ahead.
- ▶ [**Phuong Nguyen**] Actually member Hill brings up a good point. I mean in terms of like services and other operating expenses I do have a concern. I mean it's great that we were under budget by 3.9 million but that also means that did some of our students and some of our schools did not get services that they needed or I mean you know because when we lay out a budget for sites and for the district. I would really hope that we do spend the majority of that money to be able to provide services that are desperately needed at sites. And I know that some of the site funds at a school site council, sometimes it's really hard for them to really come up with what they need to spend it on. I know that in the high school, a lot of the departments didn't know that they could come and advocate at the school site council to be able to get funding. certain projects or for you know each of the departments or or whatnot and then also I know that there's money that was supposed to be allocated to theater that wasn't spent I mean like is that part of the savings or should we as a district do a better job at making sure that the allocated funds do actually get spent properly?
- ▶ [**Marie dela Cruz**] Yeah so For example, on the arts and music grant, that's on the restricted side. It will be carried over. So any money that wasn't spent on the restricted side will get carried over. It's the unrestricted that does kind of fall to fund balance. And we may have to just monitor some of the school plans a lot closer and maybe sooner so that we make sure that the schools are following their plan and they're able to spend the money that was actually budgeted.
- ▶ [**Phuong Nguyen**] Great. Thank you so much.
- ▶ [**Aiden Hill**] Great. And then just to to add on to what member one was pointing out. So, I know that like budgeting is not, well forecasting is not a science. Well, it is a science, but it's an imperfect science, right? So, as they say, the, right? And so, if we look at that, you know, roughly 3 million, depending on how you slice it, you know, that's potentially anywhere from 3 to 5% of our total budget. And so, I think we might want to just take a look at how we're doing budgeting just so we get closer. member, Wen's comment. I mean, we want to try to push as much money out into hands that can use it. You know, we don't, although it's always, it's better to have a surplus versus a deficit. But, you know, again, we want to try to make sure that that money is used.
- ▶ [**Marie dela Cruz**] And you can see in our salaries and benefits, we actually were really close in classified, a little bit over in certificated, and then the benefits were really close to. 71% of the budget is salaries and benefits, so that's where it really does count as well.

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- ▶ [**Penny DeLeon**] Go ahead. I was going to ask a follow-up question. And so when we have money at the end of the year, when we do the unaudited, and we have money that falls out of the budget, in other words, money that wasn't spent, and so it goes to the ending fund balance, that's essentially one-time money. Yes. Do we still have a structural deficit in this district? A significant structural deficit, meaning a deficit that's ongoing. Yes. Do one-time monies that fall out of the budget help us with our structural deficit?
- ▶ [**Marie dela Cruz**] It really doesn't, not with the structural deficit. It only helps in the reserves for the out years. So you might be able to meet that minimum reserve in the out years, but it doesn't mean that you fixed your structural deficit. Because you can still see here in the two out years, the \$6 million and the \$7.9 million, that's your structural deficit right there.
- ▶ [**Penny DeLeon**] So I guess. In my mind, it's telling a bit of, when this happens and we say, oh, now we have a 9% reserve, it's telling a bit of an unclear story. Because it's making us feel like, oh, we have great, this is a great reserve. But really, that's a year to year. And it depends on how much money falls out. Because the reality is that we have a structural deficit that's in the millions. And that's going to be ongoing. And that's not going to go away without us tightening our belts. So I guess what I'm suggesting is that the work of that. The work of the district to convene a budget task force and really discuss the structural deficit is critical because, to me, this gives an imperfect picture. When money falls out, that is one-time monies related to the imperfection of forecasting, but it's still one-time monies. And then also, looking back longitudinally, how many times is that, are we doing that? Like how often, like is every year money falling out? And if that is the case, if that's the case, we have to figure out how to not do that. So again, I think, which is a really important conversation to have when we convene our budget tax force, I'm not suggesting that I know everything about budgeting practices, but I do believe that if this is happening year after year, it's giving, in my mind, an imperfect or incorrect picture of the health of the district when we really do have issues. You see what I'm saying? Yeah, no. And I don't want weird, and let me just say this. I really have, in my career, prided myself on having, I think, very collegial and very positive labor relations. And I think that's important when we go to the table that we have a really sort of accurate picture. And I think what this does is it clouds it when every year we go to the table potentially and we say we're tight and then money falls out. Do you see what I'm saying? So I just want to make sure that this is addressed. in our budget task force as a much bigger issue of a structural deficit, but also let's really look at our budgeting practice so that we don't have a practice of in the spring when we're negotiating, we have one amount that doesn't look very good, and then all of a sudden a whole bunch of money falls out at the end, if that makes sense. Yeah? Okay, thank you. That's all. That would be my recommendation going forward. really discuss how we're going to do that.
- ▶ [**Carina Plancarte**] And just to better understand in piggyback backing off of you. We we don't see that one time money here that's falling out represented in this data. Do we see.
- ▶ [**SPEAKER_02**] Yeah we do here.
- ▶ [**Marie dela Cruz**] So where is it. If you like in on this slide here if you just look at that third line that net increase and decrease. For example, in 22-23, that's that \$3.9 million. But if you add another year, in 26-27, if you continue with the \$8 million deficit, you can see how your ending fund balance now is depleted because we only have \$5.7 million left.
- ▶ [**Phuong Nguyen**] So I mean, I think that the capture of the data is correct in terms of having the 10% reserves. I think it's us having to explain and really have a great explanation to the staff and the community about what it really means. But yes, we do show a structural deficit, but we, if the board chooses to use unrestricted funds to be able to pay off some, use that to go towards the structural deficit, it will decrease that amount and then it will bring our revenues, it will bring the, Total reserves down.

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- ▶ [**Penny DeLeon**] But only once. That's correct. Once you use it, you've only used it once.

- ▶ [**Phuong Nguyen**] Exactly. But these are recurring costs. And again, yes, it's something that we definitely need to fix and make sure that we aren't in a structural deficit. But again, I can see why there's confusion with the way that it's being presented. Yeah.

- ▶ [**Marie dela Cruz**] We just have to review all of our expenditures really closely. In the last couple of years, we have implemented mid-year freezes, which contributes to the increase at the end. But maybe we need to look at why we even have to do that, if we can make that as part of our regular operating budget.

- ▶ [**Aiden Hill**] OK, if there aren't any other questions, so thank you, Ms. Delacruz.

- ▶ [**Marie dela Cruz**] Thank you.

- ▶ [**Aiden Hill**] Thank you. And if you wouldn't mind, could you also post that, your presentation, on the website somewhere just so people, because it's a nice summary.

- ▶ [**Marie dela Cruz**] Yes. We normally post it on our page, and I will put that on the business services page.

- ▶ [**Aiden Hill**] Perfect. And then one of the sad realities when You have a president that runs really efficient meetings, and then they're absent, and you bring in an interloper, and now you're almost at time. So therefore, I would like to request that we make a motion. I'm not going to say 12 midnight this time. I'm going to say 11 o'clock. So can I get a motion to extend our meeting to 11? And I think we can beat that number. I think we're going to do 10.30.

- ▶ [**Carina Plancarte**] We'll make the motion to approve that request.

- ▶ [**Kat Jones**] I'll second that.

- ▶ [**Aiden Hill**] Let's just do a roll call vote. So all in favor?

- ▶ [**Marie dela Cruz**] Aye. Please don't forget to approve my unaudited actuals.

- ▶ [**Penny DeLeon**] Yes, and 13.2.

- ▶ [**Aiden Hill**] So let's start with the current action item. So can I get a motion? For 13.2, unaudited actuals financial report, can I get a motion to approve the report?

- ▶ [**Phuong Nguyen**] I move to approve.

- ▶ [**Kat Jones**] I'll second.

- ▶ [**Aiden Hill**] Ms. Sachs, if you want to send us that or Doc's one for 13.2.

- ▶ [**Phuong Nguyen**] I'm sorry, who moved the motion? I made the motion. Thank you.

- ▶ [**Aiden Hill**] And Member Jones seconded.

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- ▶ [**Jennifer Sachs**] OK, thank you. It's open for voting. Motion approved.

- ▶ [**Aiden Hill**] Five ayes. Five ayes. Great. OK. So.

- ▶ [**Phuong Nguyen**] Member Hill, can you ask? Even though the student board member, she voted online also, but would you mind asking her?

- ▶ [**Aiden Hill**] Oh, I apologize. All right. So because you're not in our system, I have to verbally ask.

- ▶ [**Phuong Nguyen**] She is, but I marked her abstain. Oh, no worries. Oh, but for public acknowledgment.

- ▶ [**Aiden Hill**] Correct. OK, so student member, regarding the unaudited actuals financial report, how do you vote?

- ▶ [**Addison Lolo**] Yay.

- ▶ [**Aiden Hill**] Okay. Yay. All right. Perfect. Excellent. Okay. So, again, when you bring in, like, an inexperienced person to run the meeting, you know, you get what you. So, we made a mistake in the prior action item, so we need to go back. So, the Citizens Bond Oversight Committee, that was an action item. It wasn't for discussion. And so, if we go back, if I could get a motion from somebody that the board will accept the 21-22 Citizens Bond Oversight Committee Annual Report as presented.

- ▶ [**Carina Plancarte**] I'll make the motion to approve.

- ▶ [**Kat Jones**] I'll second. I'll second.

- ▶ [**Aiden Hill**] Okay, great. And so student member, how do you vote? Yay. Okay. And Ms. Sachs, if you could send us all that. Perfect. All right, so getting back on track. So we're now going to 13.3 resolution 2324 designating certain general funds as committed fund balance. And we have a speaker on this item. So Ms. Parks, will you approach the bench?

- ▶ [**Cindy Parks**] No, I've been doing too much of that for the last 12 weeks. Okay, so I have so many comments to make. First of all, I really hope that the last presentation is uploaded because that would have helped me with what I am going to address. And it's almost like 13.3 and 13.4 are very similar, so it's going to be, I'm going to kind of bleed over. But as far as, What you did last year, because this 10%, as was just mentioned, it was implemented last year. And you did a resolution last year. You did a number of them. Whenever first interim came up, second interim came up, you approved a resolution. And that resolution had the amount of money, and it had items. It had a list, and it had a dollar amount allocated. That gave at least the community an idea of where you are pigeonholing this amount of money that was over your 10%. It was technology refresh, deferred maintenance, facilities improvements, LCAP carryover. That audit exception reserve is on here. Educational program improvements, furniture replacement. That totaled the almost \$11.9 million and it wasn't at 11.9 when it first, I mean it's kind of fluctuated and it seemed to have gone up. But that's how you did it. And every time you approved one, it came with a dollar amount, but with a list of items and money allocated towards it. That's not what's before you tonight. It is just a dollar amount, and the \$657,000 audit exception, which I would ask you, why is, I understand that this was appealed, but it was an audit exception, and it has been carried over as an acknowledged amount of money. Where's the \$1 million audit exception that you heard about earlier this year? Why isn't that \$1 million also removed from this, or identified in here, would be my question. I have a question about the numbering of this. This one is for 2223, yet the resolution is 2023.2408, where the next one is for 2324, and it is 2023.24. Should not this one have been 2022.23? So I don't know that this is numbered correctly, because that is kind of my understanding. And I guess I don't kind of understand, and like I said, it would have

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been nice to have been able to see that as opposed to the 168 pages to be able to look at all the funds and everything. But this shows 13,603.08. as the budget remaining reserved, yet the next one does not show that same amount. If I'm looking at what you had at the end of this committed funds, this committed money, that's over the 10%, and this is, I'd assume that this is as of June 30th. And then the next one, because it's for this fiscal year, that this is as of 7-1, like as soon as it hits midnight, you have your change in years, fiscal years. So is that, I mean, that's kind of the way I would interpret it. This isn't my gig, right? This is not my thing. But one page I would think was reflecting last year, and then, like I said, it rolls over, the 13.4 is, for the one you're going to approve after this one is for this fiscal year, because it says it's for the 23-24. So Ms. Parks, you're at time. They kind of blur. So again, where's the \$1 million? And I don't know that this is numbered correctly.

- ▶ [**Aiden Hill**] OK, thank you. OK, are there? Do we want to have staff give us additional information on these, just so we make sure we understand?
- ▶ [**Penny DeLeon**] Yeah, I think staff can answer that because this is an action item now and so during while she presents her action item she needs to answer, she would answer the question in there.
- ▶ [**Aiden Hill**] Okay. Yes, go ahead.
- ▶ [**Marie dela Cruz**] Okay, so this first resolution the 2324.08 is for 2223 and this is a result of the unaudited actuals because we have an increase in fund balance. I have to make the adjustments to the committed fund balance, because if we don't, then we'll be over the 10% cap. And as I explained earlier, in the previous resolution, we did have an itemized list, but we now know that really this reserve needs to be set aside for the two out years because of the deficits. If you itemize them, they're really not going to be used for that because in the end, they're going to be used to balance our budget. So this is more realistic. We can't go back to listing all those different items when really the intent is to balance the budget. So until we can get our audit committee, I mean our budget committee together and identify how we're going to Balance our budget in the next two out years. Then maybe we can come back if there are Fund balances left to designate for those other areas then we can do that but it just didn't make sense to identify all those different items when really in the end We're not going to be using them for that purpose Does that make sense?
- ▶ [**Aiden Hill**] Miss Jones.
- ▶ [**Kat Jones**] So the resolution number 2023.24.08, is that numbered that way because it's being done during this school year versus last school year?
- ▶ [**Marie dela Cruz**] Yes. So our resolutions are not associated with the year they might be referring to because If you notice all of the 22-23 resolutions from last year, they start with 22-23. So then when we start a new year, the numbering system is 23-24.
- ▶ [**Kat Jones**] I understand that. It's just when I'm looking at 13-3 and 13-4 and looking at the two different resolutions, you know, next to each other, They both say 23-24.08 or .3, but then when you get the balance for, one of them's balance for 23-24, that's the 03 and the 08 is balance for 22-23. So it's kind of confusing. Yeah. Thank you. I had that same question.
- ▶ [**Marie dela Cruz**] Yeah. Only because we are dealing with two different fiscal years, but the resolution number has nothing to do with it. superintendent's office and say, I need a resolution number. That's really what it is. We have our numbers, and then we get a sign. It's in the order that it is requested. And that's why they're kind of out of order, too, because we probably asked for the 23-24 number and then realized we have to make an adjustment to the 22-23 resolution.
- ▶ [**Aiden Hill**] Other questions? And so I understand what you're saying, Ms.de la Cruz, that so right now we're not really clear about the specifics of what's going to go into balancing the budget, right? So that's why you're saying that we're not going to have line items. We're going to have a summary number. Am I paraphrasing that

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correctly?

- ▶ [**Marie dela Cruz**] Yes, that is correct. So the committed Designations are for the audit findings and to balance our budget.
- ▶ [**Aiden Hill**] OK. Because the only thing that just concerns me a little bit is it just, it seems squishy. And so, you know, it's like that's a big number, right, 13.6 million. And so, I mean, we must have a sense, right, of what's going into that number.
- ▶ [**Marie dela Cruz**] Well, there's a \$6 million deficit in one year, \$8 million in another. That's \$14. OK. Until we can identify other budget balancing solutions, we can't recommend to use that for anything else. I mean, the board will have an option. Let's say once we get into our budget committee and then we identify other budget cuts or ways to increase our revenues, then we could probably make adjustments to this line item.
- ▶ [**Phuong Nguyen**] Member Warren. So in hindsight, and kind of like a silver lining, this amount that is being capped can be somewhat of a saving grace if we don't have any budget solutions for the structural deficit. Correct. Thank you.
- ▶ [**Penny DeLeon**] Well, a little bit. I know. Temporarily. Temporarily. Temporarily. That's the thing. Next year it won't be there.
- ▶ [**Marie dela Cruz**] Yeah. That's why the multi-year is really current year and two years, because every year really is different depending on the governor's budget and whether the proposals are out there.
- ▶ [**Aiden Hill**] Yeah. OK. Any other comments or questions? OK, can I get a motion, please?
- ▶ [**Phuong Nguyen**] I move to approve item 13.3, resolution number 23.24.08, designating certain general funds as committed fund balance for 22-23 school year. Thank you.
- ▶ [**Kat Jones**] I'll second.
- ▶ [**Aiden Hill**] Student member, how do you vote?
- ▶ [**Jennifer Sachs**] Yay.
- ▶ [**Aiden Hill**] Okay. And then, can you send us the vote for the resolution? It's open. Oh, I'm looking at the wrong one. Sorry.
- ▶ [**Kat Jones**] Oh, you can't see it. Yeah.
- ▶ [**Addison Lolo**] Five aye.
- ▶ [**Aiden Hill**] Okay, five ayes. Thank you very much. Okay, motion approved. Okay, so let's, so we've covered 13.3, and we've, I believe, talked about 13.4. But do we want, are there further questions about 13.4? Do we have a public comment for 13.4? Hold on a second here. Yeah, yes.
- ▶ [**Cindy Parks**] Are you interested? Well, first of all, I was hoping that you were going to do the list. Because what I forgot to say, or didn't have time to, is that maybe the student member would have gotten more library books. But again, I'm really shocked that they're even considering that they want library books. Because really, everything's digital. I mean, I'm old, and I use digital. But anyhow. But what I was going to say is you never got the answer to the \$1 million. I don't understand why the one shows in the other. Or unless I missed that.

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- ▶ [**Aiden Hill**] So, Ms. Dela Cruz, can you also respond to that question?

- ▶ [**Marie dela Cruz**] The \$1 million question?

- ▶ [**Aiden Hill**] Yes. The \$1 million question.

- ▶ [**Marie dela Cruz**] The \$1 million question cost for the 21-22 audit is under appeal currently. We submitted the appeal on August 11th and because it has to do with ADA for 21-22. And our funded ADA was really based on the prior year, 2021, because we get funded either whichever is higher, the current year or the prior year. So that is also in question because what the audit finding is based on, it's assuming that we got funded based on 2122 P2. That's where the million dollars come from. But in reality, our funding was really based on the 2021 ADA. So even if you adjust the 2122 ADA because of the contracts that weren't signed, it may not be that significant because we didn't even get funded based on that ADA. Does that make sense? So the million dollar is not here yet because it is under appeal. And we also brought this up with our auditors as to, you know, how the calculation really, why it was based that way because that's not how we got funded.

- ▶ [**Aiden Hill**] So if you look, if you recall back the presentation that you gave to us, so one of the line items that you put in that was calling out essentially a I forget what you called it, but like committed funds for the \$657,000 in prior audit findings. So the reason that we earmarked that money is because we made an appeal and we lost the appeal. But this, the current million dollars that you're talking about, it's under appeal. There hasn't been a decision yet. And so that's why we haven't included it. Is that what you're saying?

- ▶ [**Marie dela Cruz**] Yes. That is one of the main reasons, but it also questions the calculation on the ADA because of the way that we're being funded for that particular year.

- ▶ [**Addison Lolo**] May I add something on that?

- ▶ [**Penny DeLeon**] Yes. So after consultation with Lozano, Lou Lozano, he felt that we should try to appeal this particular one, like this was worth it because we did have some critical issues to appeal. And then they wrote the appeal for us.

- ▶ [**Aiden Hill**] Any additional questions from the board on 13.4? Can I get a motion?

- ▶ [**Kat Jones**] I'll make a motion to Adopt? Is it adopt? Is that the right word? Adopt. Resolution 2023-24.3, designating certain general funds as committed fund balance for 2023-24.

- ▶ [**Carina Plancarte**] And I'll second.

- ▶ [**Aiden Hill**] Student member, how do you vote?

- ▶ [**Joy Lee**] Yay.

- ▶ [**Jennifer Sachs**] Five aye.

- ▶ [**Aiden Hill**] Okay, thank you everybody. Moving on to agenda item 13.5, position job description, intramural activities campus monitor, secondary, Superintendent DeLeon.

- ▶ [**Penny DeLeon**] Thank you. I will hand this over to Mr. Burrell.

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- ▶ [**Steve Burrell**] Yes. I think to keep this brief, it's a new job description being brought forth to support our middle school and high school campuses with a monitor specifically designated to engage students in intramural activities during especially lunchtime. I think it speaks to district goals in regards to student engagement. We're utilizing Learning Recovery Emergency Block Grant and Title IV funds for this position and it was worked on in conjunction with CSEA to bring forth this job description for a new job that we want to post right away.
- ▶ [**Aiden Hill**] Thank you, Mr. Burrow. Questions from the board?
- ▶ [**Phuong Nguyen**] I'm all for this one. We desperately need it. I think it's a great idea to be able to have a campus monitor who's also kind of like a project lead or a program's lead, a program coordinator on campus. And I think it's a benefit to all of those students, for sure. So I hope that we can fill this position.
- ▶ [**Aiden Hill**] Additional questions?
- ▶ [**Aiden Hill**] So you get salary schedule range 40, 197 days. So how much are we talking about?
- ▶ [**Steve Burrell**] I'm not as familiar with the salary schedule yet. I apologize.
- ▶ [**Aiden Hill**] Oh, there it is. Okay. Okay, thank you. Any additional questions? Yeah, and I would like to echo Member Nguyen that I think it's money well spent. So, okay. So, can we get a motion?
- ▶ [**Kat Jones**] I make a motion to approve 13.3, the position of intramural activities campus monitor for secondary.
- ▶ [**Joy Lee**] I join these.
- ▶ [**Aiden Hill**] No, she's going to second. Oh, you can second. Oh, sorry.
- ▶ [**Joy Lee**] Please. I, Joy Lee, second.
- ▶ [**Aiden Hill**] OK, great. And this is a personnel item, so the student member can't vote on this one, right?
- ▶ [**Phuong Nguyen**] I think it's OK, because it's just a job description. She's not actually approving to hire.
- ▶ [**Penny DeLeon**] I don't know. To be safe, I would maybe not. Maybe not this one. Yes. To be safe. Sorry. Yes. Sorry, Joy, but you did a great job. You seconded. Yes, you did. Yes. Thank you. OK.
- ▶ [**Aiden Hill**] Excellent. All right. So, Ms. Sachs, could we, could you send us the board docs?
- ▶ [**Jennifer Sachs**] Voting is open. OK. 4 aye.
- ▶ [**Aiden Hill**] OK. Thank you. So, moving on to consent agenda personnel items. Does anybody want to pull an item here? Actually, let me check. Do we have? No, we don't have one. Yes, remember?
- ▶ [**Phuong Nguyen**] Actually, I would like to pull 14.4. 14.4. OK, great.
- ▶ [**Aiden Hill**] So can I get a motion to approve 14.2, 14.3, 14.5, and 14.6? What is 14.6?

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- ▶ [**Phuong Nguyen**] I think it was put there on accident.

- ▶ [**Aiden Hill**] It was an accident. OK.

- ▶ [**Kat Jones**] I think so too. 14.2, 14.3, 14.5.

- ▶ [**Aiden Hill**] We thought we were going to put something there, and we ended up. It was a placeholder.

- ▶ [**Penny DeLeon**] Sorry. I'll make a motion to approve 14.2, 14.3, and 14.5. And I'll second. If you could send us that. Please vote.

- ▶ [**Aiden Hill**] OK, great. So number one, 14.4.

- ▶ [**Phuong Nguyen**] I pulled 14.4 because I know that in the recommended, these are personal leave and the section on bereavement. I know the district, it says the districts are required to provide up to five days of bereavement leave for death of an employee's family member. and that in Ed Code that we're granted three days or five days if out of state travel is required. So if the district is required to provide up to five days, and I know that they're saying, hey, it's actually three only, but if you have to travel, you get the extra two days. But my contention with this is that is it possible for us to also include bereavement, special bereavement leave cases for our teachers who, we just had this in the last school year. One of our students who passed away unexpectedly, we don't currently have bereavement leave or stress leave that's associated for impacting one of our teachers in that kind of case or scenario. And that they would have to take their own personal time off if they wanted to grieve or whatever in the process. So is there any way possible or is it not in the best interest of the district to be able to include such language

- ▶ [**Steve Burrell**] Correct me if I'm wrong, but at this, while it's not included in the Ed Code or in the board policy, it was negotiated last year to allow for, okay. Okay, it was brought up at the table, so that would be within our collective bargaining agreement.

- ▶ [**Phuong Nguyen**] Okay, so that would be my second question. I was just wondering if that was another additional item that our teachers union have to go to collective bargaining to be able to put that into their CBA.

- ▶ [**Steve Burrell**] Typically, that's... The case is that items built into the collective bargaining agreement supersede like the board policy or ed code that allow for that. And then the clarification on the five days, the new law that was brought in does allow for all members to take five days regardless of distance. But unfortunately, only three of those are paid. The other two they can take, but they're not paid. We went through this last year, at the end of the year, with this policy in my previous district. So, sorry. Thanks for the clarification.

- ▶ [**Phuong Nguyen**] Thank you, Ms. Villa. So I guess what I'm stating is that, as a board, since this is our administrative regulations, would we consider adding that in there?

- ▶ [**Aiden Hill**] So would you be opposed, member Wendt, that we just have staff do kind of a financial analysis of the potential impact, right, and you just look at what other districts do, you know, or don't do, and they just get a sense of what the financial impact would be, and then that might help us decide if it's something we can put in a board policy?

- ▶ [**Phuong Nguyen**] I would be okay with that. I don't know how other board members feel.

- ▶ [**Kat Jones**] I'm fine with looking at a financial analysis

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- ▶ [**Aiden Hill**] Okay, so then it sounds like we're gonna make the, do you wanna make the recommendation?
- ▶ [**Phuong Nguyen**] Sure, I'd like to make a recommendation to see what the financial impact it would be to be able to give the additional two days leave with pay for up to five days, and also include bereavement just not for family members, but any extreme circumstances due to related to death of a student.
- ▶ [**Penny DeLeon**] So what you need to do is actually vote to table the item. Oh, yes. Because you don't want to vote on this until, right?
- ▶ [**Phuong Nguyen**] So I'd like to actually vote to pull this item.
- ▶ [**Kat Jones**] I'll second that.
- ▶ [**Phuong Nguyen**] Thank you for the correction, Superintendent DeLeon.
- ▶ [**Aiden Hill**] No. You've got to change that language.
- ▶ [**Kat Jones**] No, we just vote no on it. Oh, we're voting no.
- ▶ [**Aiden Hill**] Oh, OK.
- ▶ [**Penny DeLeon**] Oh, wait, no. No. Yeah, wait. Hold on. I believe that you don't want to vote no because you're saying no to the actual barred policy. What we want to do is table it to a future date after we've done a cost analysis and presented that as part of the item.
- ▶ [**Kat Jones**] So then that would be a verbal vote?
- ▶ [**Phuong Nguyen**] So my motion was to pull the item. Yes, so we voted on to pull the item. Oh, I thought you just said no.
- ▶ [**Aiden Hill**] I just read it, and it didn't. Yeah, what it says is approved.
- ▶ [**Kat Jones**] It says approved. So I said no, because we weren't approving it. We were tabling it.
- ▶ [**Penny DeLeon**] So I think we need to do approval. Yes, so what I would do would be I would restate your motion, get a second, and then re-vote.
- ▶ [**Aiden Hill**] OK. But does Ms. Sax need to change the language in that? Or is it even possible?
- ▶ [**Penny DeLeon**] OK. I think we have to hand do it. I think when it's not in there, I think we have to hand do it. To pull it, I think you can vote to table or pull an item.
- ▶ [**Phuong Nguyen**] Yeah. You can vote to table or pull an item.
- ▶ [**Kat Jones**] Right. But I voted no. So do we disregard that last vote?
- ▶ [**Phuong Nguyen**] We can re-vote.

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- ▶ [**Kat Jones**] That's fine. OK.
- ▶ [**Aiden Hill**] So we're going to abstain? Just pull it.
- ▶ [**Jennifer Sachs**] I pulled the vote. OK. OK.
- ▶ [**Phuong Nguyen**] I'll make a new motion. I'd like to pull item 14.4 to have staff review. And I need a second.
- ▶ [**Kat Jones**] I'll second the pulling of 14.4. Thank you.
- ▶ [**Aiden Hill**] And then does she need to change the language? Because before it was saying approve.
- ▶ [**Penny DeLeon**] So it'll be in the minutes. She'll change the language.
- ▶ [**Aiden Hill**] So we vote yes.
- ▶ [**Phuong Nguyen**] Yes.
- ▶ [**Penny DeLeon**] OK.
- ▶ [] All right.
- ▶ [] Next.
- ▶ [**Penny DeLeon**] Consent. Consent non-personnel.
- ▶ [**Aiden Hill**] We're waiting for the.
- ▶ [**Penny DeLeon**] We've got to still do the. Oh, I thought you already did. I'm sorry.
- ▶ [**Kat Jones**] No, it's OK.
- ▶ [**Jennifer Sachs**] I updated the language to reflect it. Oh, cool. OK, great. Thank you. Voting is open.
- ▶ [**Kat Jones**] Perfect. Yay.
- ▶ [**Aiden Hill**] Student member, how do you vote? She can't vote yet. OK. I just wanted her to say yay. OK. So now we're going to go move on to agenda item 15, consent agenda and non-personnel items. Does anybody want to pull any of these items? Oh, I'm sorry. We have speakers on two of these items. So do we just have the speaker go first? OK. So Ms. Parks, you have 15.8 and 15.18. Superintendent.
- ▶ [**Cindy Parks**] On 15.8, the monthly purchase orders, I wasn't sure if this was a typo, but on page three, PO number 135 and 143 are to the same company for HVAC inspections. I mean, I wasn't sure because it says Newark Memorial and the Newark Junior High, and I thought we were done with Memorial. and it's the exact same amount of money. I mean, I can't, I thought the HVACs were pretty much done at the high school and definitely, anyhow, I just wasn't sure if that was a typo. And then just wanted to bring to your attention on page seven, PO number 279, is to all county flooring, and it's for floor replacement due to plumbing issues, and you're

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using the developer fee money here. And I just really feel that the developer fee money, well, I've spoken numerous times about this on what I feel that it's intended use is, and I don't think that it's for deferred maintenance. It's for mitigating the overcrowding. the developments. So I just wanted to bring to your attention, I don't know that you have intended for your developer fee money to be utilized for routine maintenance such as floor repairs. So I just wanted to bring that to your attention. I don't know, are you going to have me talk on both of them right now? Is that what you want? Sure. Okay. The other one that I wanted to address was the dress and so 15.18. the dress and grooming, the altered board policy. And I just wanted to say that I was on the committee 20 years ago when the other one was approved. And we spent a lot of time working through that as far as the, you know, making sure that gang attire was addressed, knowing that it was constantly evolving and wanting to give latitude to the sites. I'm glad that you're revisiting it now. But my concern is that we're already 20 days into school. So my question to you or my encouragement to you is to follow up with how is the work going to get out to the students. to make sure that staff, students, parents, administrators know exactly what. Now you have approved, because this is where you are saying this is your policy, your administrative regulation, and what you expect. How is that going to get out? And then secondly, how is that going to be enforced? Because it's kind of one of those things that, first of all, it doesn't do you any good. You spend this time, you revise your policies. If it's not going to be enforced, it's not worth the paper it's written on. So again, what's going to be you know, how is it going to be disseminated and how is it going to be enforced? Thank you.

- ▶ [**Aiden Hill**] Thank you, Miss Parks. So does the board want to pull any of these consent agenda items for further discussion? OK, remember when?
- ▶ [**Phuong Nguyen**] Actually, I would like to pull 15.18.
- ▶ [**Aiden Hill**] OK, 15.18. Any other requests to pull something for discussion? Going once. Going twice. So, can I get a motion to approve 15.2 through 15.17? I'll make a motion to approve 15.2 through 15.17, polling 15.8. 18, sorry. I'll second. Please vote.
- ▶ [**Jennifer Sachs**] Four aye.
- ▶ [**Aiden Hill**] OK, so since we don't have a union, all right. The student member doesn't vote on this? I'm sorry, I didn't ask the student member. Yeah, you didn't ask her. OK, student member, so yes.
- ▶ [**Phuong Nguyen**] You are allowed to vote on the agenda item.
- ▶ [**Aiden Hill**] So, for the consent agenda items 15.2 through 15.17, how do you vote? Yay.
- ▶ [**Addison Lolo**] Okay.
- ▶ [**Jennifer Sachs**] Five aye.
- ▶ [**Aiden Hill**] Okay. So, number one, 15.18.
- ▶ [**Phuong Nguyen**] While I don't disagree with us having a dress code policy, I think it needs to be mindful in thought and process. And like community member Cindy Parks had mentioned, if we approve this tonight, is there any changes to what it is that we have to communicate to our student body because obviously, I mean, they're not, if they were, if they heard about this, they would be here talking, I mean, talking about it and advocating for what they believe is not correct in the policy. So, but so that's mainly why I'm pulling it. I think that if, are we serious about these changes? And I want to hear from staff why they're recommending the changes now.

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- ▶ [**Nicole Pierce-Davis**] So this is a part of our major update. We worked with our board policy committee, Member Thomas and Member Jones, and this was up for approval. I think the last time this was updated was 2019. We specifically looked at a lot of research that's out there, research that suggests that a lot of dress codes do target or certain populations are biased to certain populations. Thank you. Thank you. Our bias towards certain populations, specifically female students, students of color, and LGBTQIA plus students. And so we really were particular to pull out any sort of gendered language that we felt like would be unfair to make sure that it's culturally sensitive to our other families who may have needs. And so we really kind of went with, we felt like CSBA did a great job of this. We also, Dr. DeLeon took a look at it as a second look, both Dr. DeLeon and I have both been principals at the secondary level and we know how much time can be spent on dress codes. And so we do feel really strongly that this is a solid policy. That being said, I completely respect your wishes to make sure that folks and communities are aware this is out here. In our mind, you sort of have two options here as the board. You have the right to say, OK, this is a first reading. Now we want you to get it out there and get it in front of people. And we want you to bring it back for a second reading to see if we don't have more community input at the next board meeting. That being said, I also know that we do have some community members who have been antsy for this. Not antsy. Sorry, it's getting late, I'm not using my, that have been eager to update this policy so that we can really start to use consistent language with our students. Because people have known that this policy was coming up for update and they've been hesitant to maybe enforce rules that they know are gonna get changed a month into the school year. So there's pros and cons to either side and we really leave it up to the board for what you all feel is best at this time.
- ▶ [**Aiden Hill**] Other comments?
- ▶ [**Kat Jones**] I'll just comment as a member of the subcommittee for this that we did, we spent a long time talking about it, reading through it. Like Dr. Davis said about reading the, you know, just the literature that's out there and getting a lot of different perspectives. making sure that our own personal views were not part of it, because when I first read it, I had stronger views and went back and read the research and said, okay, I have to adjust my views to go with what the research, the current research is. So, there was a lot of A lot of thought that went into this and I know that member Thomas also did the same thing. We really tried to remove our feelings from it and look at it from a very objective standpoint. Yes, the communication out to students and the school sites is going to be critical. And we, you know, I think having a discussion about how this is going to be put out to them is an important discussion to continue to have. But there was a lot of thought from cabinet and member Thomas and myself on this.
- ▶ [**Aiden Hill**] Are there board comments?
- ▶ [**Joy Lee**] So what's What do you mean by no red or maroon color? Like in the hair bands and scrunchies may not be red or maroon. What does that mean? Where is that?
- ▶ [**Kat Jones**] Remind me where it is, honey.
- ▶ [**Joy Lee**] It's in the regulation 5132 dress and coat.
- ▶ [**Kat Jones**] Yeah, but what part of the coat? Is there a subtopic? It's seven. So those are some of the things that we've corrected.
- ▶ [**Aiden Hill**] So that's a part of the... Thank you.
- ▶ [**Kat Jones**] Oh, are you looking at the existing ones?

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- ▶ [**Nicole Pierce-Davis**] Yeah, I was confused for a second. Yeah, but I think that's a perfect example. I really appreciate that you brought that up, Memerly, because it does show some of the more outdated language that there is a sort of a sense of urgency to change and update. But again, I also recognize the need to kind of get this new policy out in front of people. So there's pros and cons to both sides.
- ▶ [**Aiden Hill**] OK, other questions or comments from the board? Did I hear you want to say something?
- ▶ [**Penny DeLeon**] Yeah. I think the great piece about this AR and this policy as recommended by CSBA, and I'll tell you, having been at high schools for a lot of years, I've seen a lot. And I think the board and Dr. Pierce-Davis will tell you that I'm old school in that there are times when I don't think there's enough clothing on children. of any kind, but the great piece of this is that it allows for leeway at the site to make a determination based on what is a problem at the school, on what is causing a problem at the school. If the school were having a great deal of problem with gang attire or had gang fights at school or fights at school and realized that this was a big problem, they could go back and address that. And so that was something that I felt was great, because these are recommendations. It's an AR. It's a policy. But it does state repeatedly that there is leeway or discretion from the school site to enforce when there's a problem, when something's a problem, and to determine what the problem is.
- ▶ [**Aiden Hill**] And my sense, Dr. DeLeon and Ms. Pierce-Davis is that, and Member Jones, is that this is not super prescriptive, that it's leaving it to the sites, as you're saying, to make some discretionary calls. And that probably will make it last longer. The only thing that I would like to maybe encourage is, so I think I've shared with the board and I've shared with the public that at the school where I teach, so I'm the chapter advisor for the Future Business Leaders of America. they actually have a pretty strict dress code for going into competitions. And so literally you, as a student, in order to compete, you have to wear professional business clothes. And if you enter in and you don't meet the standard and the standard is laid out, you actually get disqualified from the beginning. And although I think it's a little harsh, but what I will say, is that I think that there is a correlation between how you dress and the pride that you have. And quite frankly, I think it connects with self-worth. And I think that we want to have a discussion with our schools and really have them think about how do we adopt a dress code that makes us look, because this is really, again, more at the junior high school and, I mean, the middle school and the high school. It's not for really lower level kids. But how do we project an image that we're young adults and that we're professional and that we're ready to go enter into society and that we have pride in who we are? And part of that we're going to demonstrate through our dress code. And so I would hope that, if we pass this, that this is the beginning, this is not the end of the dress code discussion. Any thoughts on that? Remember when?
- ▶ [**Phuong Nguyen**] Well, I mean, the only item that I really do have concerns about is number four. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited. While I agree that Yes, I agree with the first part of it and also the see-through top, but bare abdomens right now, I mean, like, how are you going to judge that? And same thing with short shorts. There's no mention of short shorts. How short can the shorts be and how bare can your abdomens be? But my thing is that I've, you know, I've heard from my, although I am all for proper dress code and I'm not particularly fond of, you know, having so much skin showing, I'm not a proponent of that. But I do understand where, you know, the girls may feel like, you know, this is being sexist towards them or have that kind of mindset, right? So I'm thinking that in that sense. But I guess there should definitely be more I mean, like, how are kids going to be dress-coded at school? Like, right now, there's no fairness in it. I mean, it's projected right now. It could be any kid that you know, an administrator may find wrongdoing, but not all kids are being dress-coded the same proper way. I mean, like, how are we enforcing all of this stuff? Are we prepared to be able to do this and enforce it properly? Those are my main concerns.
- ▶ [**Aiden Hill**] And... So, remember when, just to make sure we're all on the same page, so, because maybe I'm looking at the wrong thing. So, I'm looking at policy 5132, dress... She's at the, she's in the AR. Oh, but that's existing, isn't it? No. No.

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- ▶ [**Penny DeLeon**] There's an updated AR, and there's an updated board policy. So I think if you look, it says optional items one through four may be revised to reflect district practice. If you want to, I mean, there's no reason it can't say bare abdomens are discouraged. I mean, it's. But that's what I'm saying. It's semantics. I mean, really, honestly, because depending on what the trend is,
- ▶ [**Phuong Nguyen**] But that's exactly why, semantics. But semantics count. Because when the administrator, whoever the administrator is who's going to be enforcing this policy on students, are they going to be fair about it? Is it across the board for everyone? How are they going to justify it if it's so general? That's my thing. And I'm sorry, but if there's going to be enforcement, there needs to be enforcement fairness across the board. Because there's going to be students who are going to be selectively dress coded just because of who they are.
- ▶ [**Joy Lee**] And I also, me personally too, I don't show my bare abdomen when I go to school. I'm more of a conservative side. But this is culture. This is the culture at our school right now. And yeah, like board member Nguyen said, how are they going to enforce it? Even right now at school, I always hear from my friends, this campus monitor dress coded me, but she didn't dress code this other person. And it's the same, we're showing the same midriff, if not her showing more, but I got dress coded. And so it's just, Unless we clarify it, it's only going to lead to more unfairness. And if the people who are enforcing it are unfair, and let's say they're targeting a person without intentionally doing, because it happens sometimes because we're biased, it can lead to students becoming uncomfortable in their skin. them asking, like, why are they targeting me? Is there something wrong with me, with myself? And just because it's not, I understand you guys have put a lot of thought into this, but because it's not really, like, clarified, we can't put, I can't figure out the word, but because it's not, like, exact, there's so much room for what is, yeah, misinterpretation, And this can just lead to more division within the school, within the community and the board. And we don't want that. And so I hope we can clarify this midriff part, or get rid of it, because it's so murky.
- ▶ [**Penny DeLeon**] I would recommend that we bring this back for a second reading and do some revisions. And I think part of the work of any administrative team is to do everything they can to fairly and campus supervisors to fairly enforce. And that's part of our job is to expect that they fairly enforce. It makes me sad to think that they wouldn't fairly enforce rules. But part of these are safety issues as well, right? And so we can't throw out the baby with the bathwater. And we can't not do something because we're afraid somebody won't do it correctly. It's our job to train people to enforce fairly and correctly and without bias. And I think bias has affected all of us throughout our lives. And we wouldn't want to do anything to, in any way, promote bias. But we certainly have to have rules for safety reasons. And so I think in my view, this is not a 10 40 p.m. discussion. We probably need to bring it back for a second reading, you know, and then discuss that. But certainly I think this would be a conversation as well in terms of the enforcement of it and setting our expectations for that.
- ▶ [**Joy Lee**] Yeah, for the second reading, I just want to open up the idea of inviting students into getting their opinion with this dress code. Because at the end, we're going to be the ones who are going to get enforced on it. So would you guys be open to getting suggestions from us and our experience on school and see how certain clothing styles affect us actually Yeah, I Think there would be no problem to do that before the next meeting.
- ▶ [**Penny DeLeon**] I'm gonna say right now as superintendent We will not adjust number one read read number one That will not be up for discussion Read through it carefully.
- ▶ [**Joy Lee**] I completely agree.
- ▶ [**Penny DeLeon**] Okay We can discuss a better definition for what the word appropriate means for number two, okay? We can talk about three and four, okay? So parts, I should say parts of four, right? And I have no problem, obviously we would want to take this back to in between the readings to ASB at both the middle school and the high school.

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- ▶ [**Joy Lee**] Yeah, for number four, I completely agree with to conceal undergarments.

- ▶ [**Penny DeLeon**] And no see-through clothes.

- ▶ [**Joy Lee**] And no see-through clothes. Like anything showing, yes. Because that is completely distracting. Oh, Lord have mercy.

- ▶ [**Penny DeLeon**] completely distracting. And also, we have to remember that there are some of the distracting kinds of clothing bring harassment on people. And they don't understand that when they put the clothing on, that people are going to make perhaps sexually harassing comments towards them and things like that, which then becomes a bigger problem. Because now we have to go and discipline a child for saying something sexually harassing, right? Right? So it's a safety issue as well.

- ▶ [**Nicole Pierce-Davis**] Right. And I think the beauty of that is we get to create a conversation where we don't pathologize, right, the folks who are getting the harassment. But we're targeting the folks who are doing the harassing. And at the same time, we have a professional learning community. And we're preparing kids for college and career. And as Dr. DeLeon would say, gainfully employed. Right. see I'm starting to starting to get it but that's what I think I was what I was suggesting was it can become a safety issue and so we need to talk through why that happens so just so I'm clear on next steps can I repeat back to the group and you can all tell me whether it's correct so we are going to take this policy to ASB at the high school, ASB at the middle school, maybe have an open session where anyone can come, maybe during a lunch period or something like that, and provide feedback? Do we also want to send this out to the greater community, like families, parents, so on, to say this will be up for discussion? Or do we want to start with our students and come back?

- ▶ [**Penny DeLeon**] I think we start with ASBs.

- ▶ [**Nicole Pierce-Davis**] Great.

- ▶ [**Aiden Hill**] And what I would like to suggest also is that I think that we need to inject some expertise and some experience into this. And so maybe having like Dr. DeLeon come in to provide commentary. And my point is that when you get out into the professional world, there are certain norms that you have to abide by. And it depends on where you work, but every organization has norms and you have to follow them. Um, and, and oftentimes there's a benefit to that, which is that if you have certain norms, number one, it makes it easy, but number two, it actually does instill pride and it does create a sense of group identity. Um, and so, Just as like with our football team, we don't say, well, you can wear whatever you want out on the field or our soccer team or whatever, right? So what is the uniform that we, you know, for lack of a better term, that we believe should be in our schools? And I think it's open for discussion, but I think that the end should be how are we promoting something that is going to prepare people and is also going to create, you know, a sense of group identity.

- ▶ [**Carina Plancarte**] Absolutely. I'd like to make a comment as well on number three for the head coverings. I think that something to be considered as well is allowing our students the religious headdress. Is it there?

- ▶ [**Kat Jones**] It's in the next paragraph.

- ▶ [**Carina Plancarte**] OK, great. Well, thank you.

- ▶ [**Aiden Hill**] OK, so it sounds like we're going to table this item. Do we need to take a vote on that? Do we need to make a motion?

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- ▶ [**Kat Jones**] I'd like to be a part. of those meetings. I can come to school when I want to. I would like to be a part of that.
- ▶ [**Nicole Pierce-Davis**] And I just want to clarify one more time. I'm sorry I'm being so such particular. I just want to make sure I do this right. I noticed you said you wanted Dr. DeLeon. I'm more than happy to give this to Dr. DeLeon. We do both have middle and high school principal experience. Do you want Dr. DeLeon there just as a superintendent?
- ▶ [**Aiden Hill**] Yeah, I mean, as sort of the ultimate authority figure that says, OK, you know, Sorry.
- ▶ [**Penny DeLeon**] The person who's sitting there going, that's probably not going to work. Let's talk some more. Right.
- ▶ [**Aiden Hill**] Yeah. So I want a bad cop.
- ▶ [**Nicole Pierce-Davis**] Are you saying you want a bad cop? Hey, hey, hey. No. OK. Thank you so much. We got it.
- ▶ [**Aiden Hill**] Yeah. But again, that's not really a fair term, right? But I think that we don't want it to be a free for all. Right. I mean, so I think that we want to have, you know, some boundaries around.
- ▶ [**Phuong Nguyen**] No, I definitely agree. And I really appreciate what Dr. Superintendent DeLeon had mentioned. And I think that if we stress, you know, safety and the importance of, you know, being professional and and in the classroom and how we carry ourselves, I mean, those are all great things. And a lot of thing is that that can definitely trump culture and what's going on. But I think for the students to understand that in a way that doesn't make them feel like, hey, I'm being suppressed in any way, I think that's really important. And I think that's the whole thing that I was trying to really express. So thank you, Dr. DeLeon.
- ▶ [**Aiden Hill**] So do we need to vote to table this? I would table it. OK. So can you help us with that, Ms. Sacks? Yes. We're going to table 15.1, 15.18.
- ▶ [**Jennifer Sachs**] Yes. So I revise the motion for the recommendations at the Board of Education pool, the updated board policy 5132 and administrative regulation 5132, dress and grooming from the agenda.
- ▶ [**Aiden Hill**] OK. OK.
- ▶ [**Jennifer Sachs**] Do we have a motion?
- ▶ [**Carina Plancarte**] I'll make a motion to approve.
- ▶ [**Kat Jones**] I'll second.
- ▶ [**Jennifer Sachs**] Please vote.
- ▶ [**Jennifer Sachs**] Please vote.
- ▶ [**Jennifer Sachs**] Four aye.
- ▶ [**Aiden Hill**] Okay, great. Thank you. Okay, so I know that you guys are all going to be very thankful when President Thomas returns, because I've obviously done a very poor job in time management.

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- ▶ [**Penny DeLeon**] Oh, no, this was a very thick agenda.
- ▶ [**Aiden Hill**] But we have 10 minutes left, and we've got two items, but I think we can do it if we're efficient. So 16.1, Board of Education Committee Reports, Announcements, Requests, et al. So, member Nguyen.
- ▶ [**Phuong Nguyen**] OK, a challenge to do this under a minute. There has been no update on the NUSD liaison committee and the bond parcel tax committee will be will be setting up for a meeting soon hopefully after the RFP and And no SELPA for myself, but maybe member Jones will have a committee committee report out for that and I'm not going to do any requests tonight because To make it on time
- ▶ [**Penny DeLeon**] You can email me, of course.
- ▶ [**Phuong Nguyen**] And announcements. Just wanted to, again, was really grateful to be a part of the Newark Junior High back to school, I mean, I'm sorry, Newark Middle School back to school night. That's the only one that I've been able to make it so far, but I'm going to be tomorrow at the high school to meet up with all of the teachers and my students, my kids' teachers, and also meet some of the other staff members. But I also wanted to echo what Dr. DeLeon had mentioned. One of the feedbacks from the teachers that was when I was walking around at the junior high after the meetings and going to the classes was that there's definitely a positive atmosphere at the middle school. They are very happy with the school year so far and seeing the improvements and very supportive of Principal Piechowski over there. So I think it's a huge leap forward from all the things that we've been trying to implement this last couple of years at the junior high. So to see the stability and to see that people, teachers are genuinely happy with the progress and that they're coming together, it makes my heart sing. to see that the middle school is getting some positive feedback there from the teachers themselves. So that's great. And so that's it for me. But thank you again, everyone, for everybody's hard work and dedication. I know we're only a month into school, but we still have several more months left. And I think it's looking good. Thank you.
- ▶ [**Aiden Hill**] And replying, Karte?
- ▶ [**Carina Plancarte**] I don't have any board committee updates. There is an ROP meeting this Thursday, so I'll be there and I'll present back any information from there. I do have a couple of board requests, but I'll email you because we want to leave. And I just really wanted to do a shameless plug for the PTC over at the BG schools. Right now, there's a total of three board members, but we need seven in order to continue the PTC. So please, if you are so inclined, if you have the time, participate in the PTC there, and not only there, but also I've seen a lot of notices for, I've attended back to school nights, and I've seen that there's a lot of notices for school site council members. ELAC committee members. And so please, you know, families and parents, if you can do your part, you know, it shows that parent involvement and community involvement in the schools really makes a huge difference. And I just have to say that, you know, here at Newark, we have some amazing teachers. We have some amazing staff. We have some great students. But we really do need to all work together. to change the narrative here, because this really is a great place, and I'm slowly getting to meet a lot of the staff, a lot of the teachers, and it's just incredible, all the work that they do, and you know, especially right now, they're so overstretched, and they're doing the best they can, but if we do get some more parents involved, and you start, you know, being a part of the conversation, I just, we can't do it alone, so we need all hands on deck, And I know that we can truly change the narrative for our district and, you know, really get in the upswing of things.
- ▶ [**Aiden Hill**] Thank you, Member Plancarte. Member Jones.
- ▶ [**Kat Jones**] I'd just like to say that I've really enjoyed going to BGI, Kennedy's, and CHE's back to school night. Enjoyed seeing the teachers and hearing the presentations at those three schools. So I'm glad things are going as well as they are on the sites. It's good to hear.

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- ▶ [**Aiden Hill**] Okay. And then announcement from the Audit Committee. So Member Jones and I and the Audit Committee and Ms. Dela Cruz have been working hard to go through a process of putting together an RFP for audit services. So it's been seven years since we did that. We've now put together a formal RFP, and that was issued by Ms. Dela Cruz and Ms. Croce on Thursday of last week. And so that's out. We will get responses back by the end of the month. Then we're going to go in and do a quick review in the middle of October, winnow it down to three finalists. And then the hope is to, we're going to bring those three finalists in for in-person orals late in October. And then we'll be making a decision, and we're going to be coming before the board in early November with a recommendation for the board to consider. So we're on track. So just want to thank the Audit Committee and all involved for all the hard work It's a big deal, but I think it'll be a good outcome And other than that just so I give Dr. DeLeon some time to wrap things up So I have no requests or announcements other than we're gonna be great
- ▶ [**Penny DeLeon**] Well, thank you, trustees. First of all, I want to thank our staff for wonderful reports tonight. I know it's a long night, but the reports are necessary and a really great way to help our community understand what we're doing as a district and all of our hard work. And so I want to thank our district staff, all of our teachers who are filling in all over. You know, trying to start the school year and plus filling in on your prep and all of those things is so rough. And so just a shout out to our teachers out there, our substitutes out there, our classified staff. Everybody is just doing a great job helping us as a district. And I thank everybody. I thank our board for great direction and all the support that you give us every day. I really feel it and I appreciate it and I thank you. And then the last thing I do want to say is on here, future agenda items. I have had at least two board members ask me if we could entertain the possibility of moving our board meetings up earlier in the evening, not just because We have late nights like this that are too late. But in honor of our student board member and our students who are going to start coming, we're going to do, it is my goal to have student spotlights, not just school spotlights, but student spotlights and celebrations at every single board meeting. And like when we go over dress code and be able to have them come out and leave at a decent time and be able to get back to do homework. I, you know, so I want to know if the board would allow me to entertain moving up the board meetings and bringing that, I don't know if that's a change to the bylaws or what it is, but bringing that to our next meeting to perhaps take a vote on. This was brought to me by a board member, so I wanted to bring it to find out what your direction is.
- ▶ [**Phuong Nguyen**] I think for a couple of us, it's going to be very difficult.
- ▶ [**Penny DeLeon**] So is there like an earliest time you could be here? If like, would like a five for closed session be too early? 530? Could you make 530 or no?
- ▶ [**Phuong Nguyen**] Yes, I mean, I can definitely make 530. It's just I'm more concerned about member help. But also, a lot of our students who are student athletes, they wouldn't be able to make that time either because their practices and games don't end until 6 o'clock.
- ▶ [**Penny DeLeon**] Well, we would start open session at 630.
- ▶ [**Addison Lolo**] Yeah.
- ▶ [**Penny DeLeon**] I think they could be here maybe by 630.
- ▶ [**Aiden Hill**] I mean, unless there's an accident on the bridge, which is always possible, I could potentially make 530. But the challenge would be is if we ever need to do a work session, that becomes a challenge.
- ▶ [**Phuong Nguyen**] Study sessions will be another hour before that, before closed session.

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- ▶ [**Aiden Hill**] So maybe we should just put it as an agenda item to discuss in the next meeting.
- ▶ [**Penny DeLeon**] We will do that. Thank you.
- ▶ [**Aiden Hill**] So if there are no further comments, can I get a motion to adjourn?
- ▶ [**Phuong Nguyen**] I make a motion to extend the meeting. I'm just kidding. Oh my gosh.
- ▶ [**Penny DeLeon**] I make a motion to. Right at 11. We're right on.
- ▶ [**Phuong Nguyen**] Adjourn the meeting at 10.59. I will second that.
- ▶ [**Aiden Hill**] Okay, all in favor? Aye. Okay, adjourned.